

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

CFDA # 84.282A

PR/Award # U282A190004

Grants.gov Tracking#: GRANT12789844

OMB No. , Expiration Date:

Closing Date: Feb 12, 2019

PR/Award # U282A190004

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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

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="02/11/2019"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

d. Address:

* Street1:	<input type="text" value="2100 1st Ave N"/>
Street2:	<input type="text" value="Suite 600"/>
* City:	<input type="text" value="Birmingham"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AL: Alabama"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="35203-4272"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Tyler"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Barnett"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-122818-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2019-1

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

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

Add Attachment

Delete Attachment

View Attachment

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

New Schools for Alabama CSP Grant to award startup funding and provide support services to high-quality charter schools in Alabama

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value=""/>
* 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=""/>

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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:

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

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

Alabama Coalition for Public Charter Schools

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						
2. Fringe Benefits						
3. Travel	37,500.00	37,500.00	37,500.00	37,500.00	27,500.00	177,500.00
4. Equipment	5,000.00					5,000.00
5. Supplies	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
6. Contractual	250,000.00	255,000.00	255,000.00	255,000.00	265,000.00	1,280,000.00
7. Construction						
8. Other	4,500,000.00	4,500,000.00	4,500,000.00	4,500,000.00	4,500,000.00	22,500,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # U282A190004

Name of Institution/Organization Alabama Coalition for Public Charter Schools	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.	
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**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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.

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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL [Redacted Signature]	TITLE Executive Director
APPLICANT ORGANIZATION Alabama Coalition for Public Charter Schools	DATE SUBMITTED 02/11/2019

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

Approved by OMB
4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

Federal Use Only: Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1242-AL CSP Assurances.pdf

Add Attachment

Delete Attachment

View Attachment

ASSURANCES AND CERTIFICATIONS—GEPa

New Schools for Alabama will ensure equal access to and participation in its federally-assisted program for students, teachers, and other beneficiaries with special needs. However, based on local circumstances, at least one potential barrier exists, which may impede equal access or participation.

Alabama has a statewide Hispanic or Latino population of only 4.3%. Yet, despite the relatively low statewide percentage, individual cities in Alabama have Hispanic or Latino populations ranging as high as 40%. Moreover, the state currently boasts the second fastest growing Hispanic or Latino population in the country, and more than 23,000 students in Alabama are identified as English Language Learners. Consequently, one significant potential barrier to equal access is national origin.

As the Alabama charter school sector is still developing, many parents are unaware of what charter schools are, why they are beneficial, and how to enroll in a charter. This lack of information alone poses a significant challenge to equal access, but the threat of inequity is exacerbated for those with limited English proficiency. To solve the problem, New Schools for Alabama is installing multilingual translation tools on its website to accommodate those needing text in another language. Additionally, all informational materials distributed publicly will be available in both English and Spanish.

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 Alabama Coalition for Public Charter Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Tyler Middle Name:
* Last Name: Barnett	Suffix:
* Title: Executive Director	
* SIGNATURE: [REDACTED]	* DATE: 02/11/2019

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix: Mr.	First Name: Tyler	Middle Name:	Last Name: Barnett	Suffix:
----------------	----------------------	--------------	-----------------------	---------

Address:

Street1:	120 19th St N
Street2:	Suite 200
City:	Birmingham
County:	
State:	AL: Alabama
Zip Code:	35203-3219
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?
 Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes No

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

Yes Provide Exemption(s) #: 1 2 3 4 5 6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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ABSTRACT NARRATIVE

For years, Alabama has ranked nearly last in the nation in almost every indicator of educational quality and equity, and that trend persists today. On the National Assessment for Educational Progress (NAEP), Alabama ranks 50th in math and 46th in reading. The state also ranks 45th on the ACT College Entrance Exam and suffers among the worst, most historic opportunity gaps in the country—especially among Black, Hispanic, and low-income students.

Recognizing the urgent need for better schools, a bipartisan coalition passed the Alabama School Choice and Student Opportunity Act in 2015 to allow for the creation of high-quality charter schools. Since the passage of the law, authorizers have approved twelve (12) charter schools for opening, and more await in the pipeline. However, such modest growth—even in the absence of CSP State Entities funding—cannot meet the urgent, statewide demand for better schools from Alabama students and families. To meet those needs, Alabama is requesting [REDACTED] with an express mission to kickstart and sustain the presence of high-quality charter schools throughout Alabama, specifically for our most educationally disadvantaged students. The project has two (2) objectives:

1. Increase the number of high-quality charter schools by at least 15 over the next five years with an emphasis on those serving educationally disadvantaged students; and
2. Advance Alabama’s standing as a national leader in authorizing quality.

As the applicant for the state, New Schools for Alabama (NSFA) is uniquely positioned to successfully deliver on the activities described herein. We will rely on our own internal expertise and strategically leverage our relationships with the key partners described in the application to achieve our objectives. For more information on NSFA’s qualifications as a grantee and to read more about the objectives of this proposal, see the attached Project Narrative.

Project Narrative File(s)

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COMPETITIVE PREFERENCE PRIORITIES

Priority 1 – One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process

The State of Alabama fully meets the requirements of Competitive Priority 1 under both prongs. Ala. Code § 16-6F-6 stipulates that the following entities shall be authorizers of public charter schools in Alabama:

- a. A local school board, for chartering of schools within the boundaries of the school system under its jurisdiction, pursuant to state law, and
- b. The Alabama Public Charter School Commission (commission).

The commission is not an LEA; rather, Ala. Code § 16-6F-6(c)1 expressly establishes that the commission is an independent state entity whose mission is to authorize high quality public charter schools in accordance with the powers conferred upon it. The commission operates in two distinct capacities:

1. As a primary authorizer for applicants applying to open charter schools in districts that have not registered as local authorizers; and
2. As the appellate body in the event that a local authorizer denies an application.

In Alabama, local school boards intending to become authorizers must register with the Alabama State Department of Education (ALSDE) for chartering authority within the boundaries of their respective school systems. In districts in which the local school board has registered as an authorizer, local charter school applicants must first apply directly to the local school board. As noted in Ala. Code § 16-6F-6, “a decision made by the local school board shall be subject to appeal to the commission.”

Notably, under the provisions of Ala. Code § 16-6F-6(m), “if a local school board acting as an authorizer persists in violating a material provision of a charter contract or fails to remedy

any other authorizing problem after due notice from the department, the department shall notify the local school board, within 60 days, that it intends to revoke the chartering authority of the local school board unless the local school board demonstrates a timely and satisfactory remedy for the violation or deficiencies.”

Priority 2 – Equitable Financing

Alabama can demonstrate that it meets each element of Competitive Priority 2 for equitable financing. State law firmly dictates that “for each of its students, a public charter school shall receive the same amount of state funds, including funds earmarked for the Foundation Program, transportation, school nurses, technology coordinators, and other line items that may be included in the appropriation for the Foundation Program Fund, that, for the then-current fiscal year, would have otherwise been allocated on behalf of each public charter school student to the local school system where the student resides” (Ala. Code § 16-6F-10).

In addition to state foundation funding, the law also requires that the ALSDE direct the proportionate share of federal and state categorical aid to public charter schools serving eligible students. State categorical aid available to charter schools includes funding for Special Education, English as a Second Language, Gifted Education, Advanced Placement, Pre-School programs, the School Nurse Program, and the Alabama Reading Initiative, among others. Charter schools also have access to funding from the Alabama Public School and College Authority, which is required to maintain a policy ensuring equitable access to facilities funding for charter schools.

Additionally, Alabama is one of fewer than 15 states mandating that charter schools receive the same amount of local tax revenue that would have otherwise been allocated on a per student basis to the local traditional public school. The law excludes from the local allocation

only “those funds already earmarked through a vote of the local school board for debt service, capital expenditures, or transportation” (Ala. Code § 16-6F-10(b)).

Finally, Alabama law provides that the ALSDE shall disburse state transportation funding to a public charter school on the same basis and in the same manner as it is paid to traditional public school systems. It also provides that charter schools that do not provide transportation services shall not be allocated any federal, state, or local funds otherwise earmarked for transportation-related expenses. To accommodate student growth within charter schools, the ALSDE Division of Administration & Finance ensures that charter schools serving rapidly expanding enrollments are treated equitably in the calculation and disbursement of funding as required in Ala. Code § 16-6F-10(b)2.

Alabama also provides regulations and support services to ensure that funds are disbursed in a timely, reliable manner. The method for disbursing funds to each charter school depends on the type of charter school at issue. Alabama law allows two types of charter schools: (1) startup charter schools, which are LEAs independent from the local district, and (2) conversion charter schools, which are not their own LEAs but rather, are charter schools that are established by a district and that previously existed as traditional public schools within that district.

Startup charter schools receive state and federal funds directly from the ALSDE in the same timely manner as do traditional public schools on a monthly basis. Funding for startup charter schools in their initial year is based on the projected number of students enrolled at the time of opening. Funding in subsequent years is conducted in arrears based on prior year enrollment, with exceptions for student growth as articulated in Ala. Code § 16-6F-10(b)2.

Local funds are forwarded to startup charter schools on at least a quarterly basis by the LEA of the student’s residence, notwithstanding any restricted revenues. The state, the local

district, and the charter work together during and after the initial application process to ensure that charters anticipate the proper amount of local funding and accurately forecast such funding in their proposed budgets. If the local district fails to collaborate, the ALSDE has the authority to intervene and “promulgate processes and procedures to determine the specific local revenue allocations according to the Foundation Program for each public charter school” (Ala. Code § 16-6F-6(b)). Ultimately, if the district persists in a failure to collaborate, the state will revoke its chartering authority under Ala. Code § 16-6F-6(h).

Conversion charter schools are part of the local district LEA, and as such, the state calculates the proper funding to be allotted and passes funds through the district; such funds are then forwarded onto the charter. The district is required to disseminate federal, state, and local funding to the charter in the same manner and using the same calculations as it does with all of its schools, on a monthly basis. Therefore, conversion charter schools have access to all applicable state, federal, and local funds, including the specific local revenues that would typically be restricted from startup charter schools under Ala. Code § 16-6F-10(b).

To ensure the appropriate, equitable, and timely allocation of funds, the ALSDE has several monitoring and reporting mechanisms. One such mechanism is the submission of monthly financial reports, to be completed at both the district level and the school level. Districts and charter schools alike must upload a monthly financial report to the ALSDE financial reporting system. The report is subsequently reviewed by the chief staff accountant at the ALSDE assigned to each school. Where inconsistencies in anticipated funding are identified—be they federal, state, or local—the state has two levers for corrective action under Ala. Code § 16-6F-6(h). The first lever is to notify the district and the charter of the discrepancy and allow for self-correction. The second lever is the state’s power to correct the discrepancy and revoke the

chartering authority of an authorizer that persists in failing to remedy a material violation of either the charter contract at issue or state law.

Priority 3 – Charter School Facilities

Alabama can also demonstrate that it meets the requirements of Competitive Priority 3. In 2015, key stakeholders across the state passed a charter law that hews closely to the National Alliance for Public Charter School’s model legislation. Ensuring that charter schools had access to adequate facilities was a top priority throughout the legislative process. Ultimately, the stakeholder group passed a law that capitalized on existing facilities funding programs and created new enabling legislation to ensure that charter schools had adequate support for facilities from the state. As Alabama’s charter sector has evolved, other nonprofit organizations have arisen to provide additional support to the charter sector where necessary. Consequently, Alabama now offers state-level facilities funding for charter schools, as well as a right of first refusal to public school facilities, access to tax exempt bonds, and hands-on assistance with the identification, acquisition, and development of quality facilities.

a) Facilities funding;

Alabama law provides facilities funding options for traditional public schools and charter schools alike under Ala. Code § 16-6F-11, which gives the legislature the authority to issue bonds through the Public School and College Authority (PSCA) and provide grants for capital improvements. Public schools are allotted funds as established by the legislature in Ala. Code § 16-16-10, normally on an Average Daily Membership (ADM) basis. In 2017, six school districts received grants off of the interest gained from such bonds to finance school renovation projects. The PSCA can also leverage the bonds to offer tax exempt, low-interest loans to public schools. For more on how the PSCA issues loans through the public bonds, see subsection *d)* below.

Additionally, Ala. Code § 16-13-234, ensures that charter schools receive their share of the Public School Fund (PSF), which supports the following facilities-related projects:

1. Capital outlay, including the planning, construction, reconstruction, enlargement, improvement, repair or renovation of public school facilities;
2. For the purchase of land for public school facilities;
3. For debt payments related to public school facilities;
4. For insuring public school facilities; and
5. For the acquisition and/or purchase of education technology and equipment.

The PSF is apportioned on the basis of a distribution method that uses the ability of the charter or local board to raise local revenues, has a variable matching scale and guarantees that each charter or local board will receive the same amount per pupil in matched funds. The local matching funds may also be used as debt service.

b) Assistance with facilities acquisition;

All charter schools in Alabama enjoy access to comprehensive, 1:1 assistance with facilities identification, acquisition, and finance. The acquisition process begins with the identification of adequate facilities, and charter applicants have abundant help during this stage in the process. First, Ala. Code § 16-6F-11(b) requires the ALSDE to maintain a list of the names and addresses of unused facilities on its website in a database that is searchable at least by each facility's name and address. In practice, the list is searchable by its neighboring school district as well. The ALSDE must update the list at least once per year by May 1.

New Schools for Alabama (NSFA) partners with the ALSDE to expand on that list by featuring the same unused facilities, in addition to numerous other available facilities from around the state, in a database on its website called the *Charter Facilities Index*. The additional

buildings in the *Charter Facilities Index* are not exclusively unused public school buildings; some buildings are former commercial properties and some are former parochial properties. To generate its list, NSFA sources information from commercial realtors and loopnet.com. The *Charter Facilities Index* features the properties in an interactive map for those seeking to find a property in their preferred geographic area, and the site also provides greater detail on each property where available, including pictures, square footage, and list price. For those seeking assistance identifying a suitable geographic location for growth, NSFA maintains a document entitled *Priority Growth Regions*, which includes detailed information on each region of the state, including population trends, existing educational options, and other market analyses.

In addition to its website, NSFA delivers in-person technical assistance for charters and applicants as they navigate the identification, acquisition, and finance of school facilities. To maximize this service, NSFA formally hired Chris Reynolds, former CEO of the award-winning Nashville charter management organization (CMO), LEAD Public Schools to lead its charter development work. Chris has deep expertise in facilities financing, from his time as a CMO leader to his role as VP of Finance and Lending with the Charter Impact Fund—a role in which he structured products to give CMO leaders access to low-cost, long-term loans for their facilities. Chris provides leadership and technical assistance on facilities acquisition, provides technical assistance on applications, and supports the organization’s charter incubator program.

NSFA also partners with two regional low-cost facilities financing institutions to offer local support, specifically to charters working in low-income communities: Self-Help Credit Union and HOPE Credit Union. In early 2019, NSFA hosted Self-Help and HOPE to provide a facilities financing workshop for charter schools and charter applicants to ensure that

stakeholders are aware of options such as New Market Tax Credits, credit enhancement opportunities, and other financial products that support facilities acquisition.

c) Access to public facilities;

Alabama law ensures that charter schools have access to public facilities. Charter schools in Alabama can purchase any type of public facility whether it is owned by a district or any other public or private entity. Ala. Code § 16-6F-11(b) guarantees charter schools the right of first refusal to purchase public school facilities that are on the market. The law ensures this right in three specific ways:

1. If a school system decides to sell or lease a property, it gives charter schools the right of first refusal to purchase the facility;
2. It requires public school districts to identify all unused or underutilized facilities, and the state is required to annually publish a corresponding list of unused or underutilized facilities; and
3. It ensures that the terms of purchase are reasonable, promising that charter schools can purchase such facilities at or below fair market value.

Already, this law has been exercised by a charter applicant in Birmingham City Schools, which sold a historic but underutilized school building in the fall of 2018 so that an emerging charter network could restore the building for school use.

d) The ability to share in bonds or mill levies;

Charter schools in Alabama have equitable access to government issued, tax-exempt bonds through the PSCA, as mentioned in subsection *a)* above. The PSCA sells AA-rated capital improvement bonds and uses the proceeds to issue low-interest loans to public schools for capital projects. Additionally, some charter schools in Alabama have access to mill levies. Conversion

charter schools are established by a district LEA and remain a part of that LEA. As such, conversion charters have access to local mills. Additionally, charters approved by a district authorizer have access to local mills except those earmarked by the district board for capital projects, debt service, and transportation.

e) The right of first refusal to purchase public school buildings;

As noted, charter schools in Alabama have a right of first refusal to purchase public school buildings at or below fair market value. Ala. Code § 16-6F-11(b) mandates that the public school districts identify all unused or underutilized facilities, and the state is required to annually publish a corresponding list of unused or underutilized facilities. To ensure that districts properly identify their facilities, the state provides a definition of “unused or underutilized.” The terms mean a school building or other local board of education owned building that is or could be appropriate for school use, in which more than 60 percent of the building is not being used for direct student instruction or critical administration purposes and for which no offer to purchase has been executed.

The State Superintendent of Education annually releases a memorandum to all district leaders notifying them of the deadline for submission of their facilities reports, and the Division of Finance works in collaboration with the Alabama Building Commission to ensure the accuracy of such reporting by monitoring reports and conducting site visits when needed.

f) Low- or no-cost leasing privileges.

As mentioned in the preceding section, Ala. Code § 16-6F-11 says that an open-enrollment public charter school “shall have a right of first refusal to purchase or lease at or below fair market value a closed or unused public school facility...” Accordingly, charter

schools in Alabama have lawful access to low-cost leasing privileges by way of the state's right of first refusal law.

Priority 4 - Best Practices to Improve Struggling Schools

Alabama can fully demonstrate that the state meets the requirements of Competitive Priority 4. In fact, multiple stakeholders in Alabama are already applying numerous strategies in a collaborative effort to use best practices from charter schools to help improve struggling schools and LEAs.

a) In-Person Dissemination Strategies

Foremost among the state's dissemination strategies is the ALSDE's commitment to offering breakout sessions targeting charter school innovations at its annual Summer Professional Learning Conference. The conference generates thousands in attendance from every district in the state, including charter schools, and features hundreds of presenters from the ALSDE, traditional districts, charter schools, nonprofit organizations, innovative learning companies, and other partners around the country.

At least one breakout session during the conference will exclusively highlight best practices among charter schools, and every subgrantee under this program will be contractually required to participate at least once. To ensure that the message is widespread, the ALSDE and NSFA will encourage not only charter schools and applicants to attend the session, but also traditional districts—especially those that are considering an Innovation Zone flexibility request. Innovation Zone schools are traditional schools that have submitted applications to receive flexibility from state regulations similar to the flexibility afforded to charters in order to implement innovative strategies.

Another session at the conference will feature a cross-sector panel highlighting best practices and the lessons learned therefrom among both charter schools and Innovation Zone schools. These presentations will also be supported by NSFA staff who can speak about the charter application and development process, as well as ALSDE staff who can speak about charter applications and Innovation Zone requests.

In addition to the annual ALSDE conference, NSFA will partner with the Montgomery Education Foundation, Athens City Schools, the ALSDE, and others who have experienced the conversion charter process to periodically disseminate information on conversion charters with state associations such as the Alabama Association of School Boards at their annual summer conference. Such presentations will highlight how the flexibility obtained from the conversion process has supported the development of new best practices among those schools.

As the sole charter school support organization in-state, NSFA also provides one-on-one consultation with charter schools and charter school applicants to help with strategic growth plans and the application process. NSFA will consistently refer its members and prospective members to its Best Practices Clearinghouse online and advise the incorporation of those best practices into their strategic plans where applicable. NSFA will also serve as a liaison between members seeking such information and those who have shared best practices to facilitate more in-depth, in-person meetings among the groups upon request. Additionally, NSFA hosts an annual gathering of charter operators, charter applicants, and community partners, wherein charter leaders will present their best practices and lessons learned.

b) Electronic Dissemination Strategies

Beyond the various in-person strategies for disseminating best practices, NSFA will continue to feature a repository of best practices on its website to ensure anytime, anywhere

access to such innovations. The repositories will be updated at least once annually with best practices from new subgrantees as well as updates from existing subgrantees. The NSFA page currently features innovations in two sections: (1) Charters Nationally, and (2) Charters in Alabama. National charter innovations that can be affordably scaled include the Summit Learning Program for personalized, competency-based education, Valor Collegiate’s Compass Curriculum for social emotional learning, and KIPP’s core curricula, among others. A consistent theme among subgrantees for dissemination purposes will be a focus on strategies for underserved populations and innovations that are producing results in the areas of student engagement, parent and community involvement, and college and career readiness.

c) Selection of Best Practices

NSFA will vet best practices based on two criteria: (1) how innovative and novel the strategies are in the context of public education in Alabama; and (2) the measurable effectiveness of those strategies on improving college and career readiness, student engagement, and parent and community involvement. When selecting a strategy as a best practice, NSFA will require the submission of measurable supporting data.

Priority 5 – Serving At-Risk Students

Alabama meets Competitive Priority 5 concerning at-risk students. In fact, the prevailing legislative intent behind the passage of Alabama’s charter school law was to find new, innovative, and more effective solutions for at-risk students. The very first section of the law repeatedly reinforces the focus on serving at-risk students, declaring that the intent is to “provide high quality options for all students, especially those in low-performing schools” and to “close achievement gaps between high-performing and low-performing groups of public school students.”

Ala. Code § 16-6F-4 adopts the following definition for at-risk students:

A student who has an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. The term includes, but is not limited to, students who are members of economically disadvantaged families, students who are identified as having special education needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

To further emphasize the state’s commitment to charter schools serving at-risk students, the law specifically permits charter schools that provide enrollment preferences to at-risk students, and the law even requires that “all authorizing entities shall prioritize those applications that are focused on serving at-risk students” (Ala. Code § 16-6F-5, 6).

To monitor and enforce that prioritization, the law also requires that local authorizers release a request for proposals (RFP) before each application cycle and that the RFP shall state a preference for charter schools serving at-risk students. Authorizers must submit their RFPs to the ALSDE prior to release, and if an authorizer does not comply, the ALSDE has the power to demand modifications. If the authorizer persists in noncompliance, the state can revoke authorizing powers altogether.

Similarly, Ala. Code § 16-6F-7 requires that every charter school application expressly articulate the school’s plans for identifying and serving at-risk students. The law also protects those models serving at-risk students by providing charter schools maximum flexibility to design unique educational programs to meet the needs of their students (Ala. Code § 16-6F-9). For example, although Alabama law requires that charter schools meet, at a minimum, the high school graduation requirements set by the ALSDE, the law intentionally does not preclude competency-based satisfaction of such graduation requirements. This provision is particularly important for dropout prevention and recovery charter schools, because competency-based learning is often a central component of those programs.

a) Recruitment of Charter Schools Serving At-Risk Students

NSFA will continue its pattern of recruiting and supporting high-quality charter operators that focus on dropout recovery and/or prevention, as well as those with a track record of success serving at-risk students. NSFA already has strong relationships with several charter organizations that specifically focus on dropout recovery and/or prevention, as well as several others serving predominantly at-risk student populations. In fact, the first charter school in Alabama, ACCEL Day and Evening Academy, was built specifically as a dropout prevention model for over-age, under-credited students. The founder, Dr. Jeremiah Newell, is a board member of NSFA, and ACCEL has expressed an appetite for growth. Additionally, NSFA maintains strong relationships with CMOs such as ResponsiveEd, whose Premier High School model has a track record of success in dropout prevention, as well as SIA Tech, who has a history of success with dropout recovery.

More broadly, led by the Executive Director, NSFA has successfully recruited to other regions several high-quality CMOs that serve predominantly educationally disadvantaged students. Specifically, NSFA has relationships with Democracy Prep, Gestalt Community Charter Schools, KIPP, Freedom Prep, Friendship Public Charter Schools, Einstein Charter Schools, IDEA, InspireNOLA, LEAD Public Schools, Collegiate Academies, and RePublic Charter Schools, among several others. Each of these models serves a preponderance of economically and educationally disadvantaged students. Of the charters already in-state, each school that has been approved thus far is located in an attendance zone with greater than 60% educationally disadvantaged students, and their school models are designed accordingly.

NSFA will further prioritize and support charters serving at-risk students by placing a premium on those models during the subgrant application process. Charter schools serving

student populations greater than or equal to 60% educationally disadvantaged, or at-risk, will automatically receive a supplement of \$500,000 if awarded a subgrant. NSFA has even set a target that at least 12 of 15 subgrantees will meet these qualifications. By continuing to support and recruit models targeting high percentages of at-risk students, by offering aligned incentives in the application process, and by offering comprehensive support services and technical assistance, Alabama is well-equipped to meet this priority.

b) State Support for At-Risk Students

To support charter schools, and especially subgrant recipients, NSFA will share the best practices resources that are available on the Best Practices Clearinghouse page of its website, highlighting those resources that specifically target at-risk populations in a distinct section of the clearinghouse. Additionally, upon request, NSFA will facilitate training tutorials among subgrant applicants and those who have posted best practices on the website.

The most fundamental strategy employed by the state to support at-risk students is to provide categorical funding for at-risk populations on a per pupil basis. For in-depth technical assistance, the state offers a comprehensive suite of resources and training opportunities to charters and traditional schools alike. The ALSDE maintains a Prevention and Support Services Division that is responsible for this work, focusing its attention on assisting schools with Dropout Prevention, Graduation, Attendance, Alternative Education Programs, Seclusion and Restraint, 504 Compliance, and Positive Behavior Supports, among other priorities. The Prevention and Support Services Division regularly works with charter schools to support these initiatives.

For those seeking to launch either a program or an entire school targeting at-risk students, the state offers its Innovative Pathways to Graduation (IPG) program. The IPG program has no

limit on the number of schools that can participate. It is designed to help schools develop “innovative pathways [that] hold firm to high standards for all students allowing those standards to be obtained at different rates, in different places, and be measured by different means, giving students a voice in their educational process.” The target audience for schools governed by the IPG includes but is not limited to potential dropouts, recovered dropouts, low achievers, and students facing attendance challenges because of pregnancy, illness, or adverse home conditions.

The state also supports schools serving at-risk populations with its Graduation Tracking System, which is a progress monitoring tool schools must use to identify early warning signs among students, such as issues with chronic absenteeism, behavior, or credit attainment. Additionally, the state offers resources and training opportunities on Positive Behavior Intervention Systems (PBIS) and its Parent Project, which is a training program for parents designed to reduce risk specific factors among students. Every charter school enjoys equal access to these resources.

Priority 6 – Best Practices for Charter School Authorizing

a) Holding Authorizers Accountable

Alabama fully satisfies the requirements of Competitive Priority 6. The ALSDE is ultimately responsible for ensuring that quality authorizing practices are in place around the state. The law holds that “in reviewing and evaluating the performance of an authorizer, the ALSDE shall apply nationally recognized standards for quality in charter authorizing” (Ala. Code § 16-6F-6). Moreover, when a local school board applies to become an authorizer, the board must provide “an explanation of the local school board's capacity and commitment to execute the duties of quality charter authorizing, as defined by nationally recognized authorizing standards” (Ala. Code § 16-6F-6). The state relies on the National Association of Charter School

Authorizers (NACSA)'s best practices for its authorizing standards, and the state analyzes authorizer applications in accordance with NACSA recommendations.

If, at any time, the ALSDE finds that an authorizer is not in compliance, the department is required to notify the authorizer of the problem, and the authorizer then has an opportunity to respond. If the problem persists, the ALSDE has the power to revoke the chartering authority of the authorizer (Ala. Code § 16-6F-6). As noted under Competitive Priority 1, there are two types of authorizers in the state: local authorizers and the commission. In the event that the commission is the authorizer that persists in a violation, the ALSDE can remove the commission members from their appointed seats.

To monitor the performance of authorizers, the state utilizes multiple tools and data points. Most notably, the ALSDE requires an annual performance report from each authorizer. The report must provide granular detail on the performance of each charter school approved by the authorizer, including performance on statewide academic performance indicators, performance on the indicators established in each charter contract, and financial and operational performance data. To support the monitoring and collection of such data, the ALSDE created an online reporting platform with AdvancED ASSIST, that requires reporting, monitoring, and evidence of implementation to be recorded and uploaded on a timeline. The platform is available as a resource for planning, compliance monitoring, and reporting for all public school systems and schools in Alabama, including charter schools. With only five approved LEA authorizers statewide, the ALSDE has proven very capable of conducting regular oversight.

To become a local authorizer, boards must register with the ALSDE and submit a thorough application package outlining their commitments to and plans for quality authorizing, providing support to applicants and approved charters, monitoring school performance, and

holding schools accountable, among other responsibilities. As an effort to foster quality over quantity, the law limits the number of new schools an authorizer may approve in a fiscal year (Ala. Code § 16-6F-6). Currently, Athens City, Birmingham, Greene County, Macon County, and Montgomery County school systems are registered authorizers.

b) Enhancing Authorizing Practices

The Alabama Legislature has provided \$200,000 annually in the education budget for the commission's work, and the ALSDE deploys that allotment to provide training and technical assistance for the commission and local authorizers. As outlined in Selection Criteria (d), NSFA and the ALSDE will partner, using CSP grant funds to further develop and maintain authorizer capacity statewide.

Since the inception of the law, Alabama has worked diligently to implement laws, protocols, and standards that support the continual review and enhancement of authorizing practices statewide. To lay a strong foundation, the ALSDE, the commission, and the first initial LEA authorizers met with NACSA and neighboring states to develop authorizing guidelines. This was to ensure that Alabama authorizers employ procedures consistent with nationally recognized standards for quality charter authorizing. Throughout 2017, the ALSDE and LEA authorizers participated in professional development with NACSA. In addition, the Georgia Charter School Commission, along with Georgia Department of Education, provided pro bono training to Alabama authorizers and the ALSDE. This partnership has been an asset to Alabama as the charter sector has developed statewide.

As a continuation of its efforts, the ALSDE holds quarterly regional authorizer trainings to ensure that information is shared and quality authorizing standards are established. The ALSDE provides support and technical assistance to all LEA authorizers through its partnership

with NACSA. To support this work, NSFAs will dedicate a portion of CSP technical assistance (TA) funds to train new authorizers on best practices using NACSA’s *Principles & Standards for Quality School Authorizing Guidance*.¹

c) Charter School Monitoring

i. Assessing Annual Performance Data

Ala. Code § 16-6F-8 holds that “an authorizer shall continually monitor the performance and legal compliance of the public charter schools it oversees, including collecting and analyzing data to support ongoing evaluation according to the charter contract.” Each charter contract must include a performance framework, which “clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the authorizer’s evaluations of each public charter school” (Ala. Code § 16-6F-8). At a minimum, the framework must include academic proficiency—including but not limited to state assessments, academic growth, achievement gaps, and attendance, among other criteria.

Authorizers are also responsible for collecting, reporting, and analyzing all data from state assessments in accordance with the performance framework. Authorizers must compile this data into the required annual performance report that is shared with the ALSDE. Ultimately, authorizers must utilize such performance data for intervention decisions, and where charter schools fail to meet expectations after a reasonable opportunity to improve, authorizers have the power to take corrective action. (Ala. Code § 16-6F-8(b)). To assist in the analysis of academic and financial performance, authorizers in Alabama use the Alabama Charter School Commission Academic Performance Framework and Financial Performance Framework (Appendix F).

ii. Reviewing Financial Audits

¹ <https://www.qualitycharters.org/wp-content/uploads/2018/10/NACSA-Principles-and-Standards-2018-Edition.pdf>

Every charter school must include in its initial application a “description of the school’s financial plan and policies, including financial controls and audit requirements” (Ala. Code § 16-6F-7). Furthermore, the law requires that:

A public charter school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. A public charter school shall file a copy of each audit report and accompanying management letter to its authorizer by June 1. (Ala. Code § 16-6F-10).

Authorizers use this information, along with information obtained from their ongoing monitoring and oversight activities, to make decisions about intervention, support, renewal, and revocation. Ala. Code § 16-6F-8 strictly dictates that financial performance must be a central component of the performance framework included in each charter contract. Authorizers are responsible for continually monitoring performance data to ensure fiscal, academic, and legal compliance, and when a charter’s problems persist, authorizers can require schools to execute a corrective action plan. Ultimately, anywhere that a school “fails to meet generally accepted standards of fiscal management” and the problem persists after a reasonable opportunity to respond, the authorizer has the power to begin nonrenewal or revocation procedures. Those processes are outlined in great detail in Ala. Code § 16-6F-8.

SELECTION CRITERIA

a. Quality of the Project Design

1) *Rationale and Logic Model*

Many of Alabama’s 722,000 public school students are not getting the education they deserve. On the National Assessment for Educational Progress (NAEP), Alabama continues to rank dead last in math and 46th in reading. The state also ranks 45th on the ACT College Entrance Exam and suffers among the worst achievement gaps in the nation for Black, Hispanic, and low-

income students. These data indicate systematic failure, especially for low-income, minority students.

Even Alabama's own statewide designations reveal grave inequities along racial and socioeconomic lines. Of Alabama's 76 state-designated failing schools—meaning, the bottom 6% of schools in academic achievement—72 had at least a 90% poverty rate. And of the 38,420 students in those failing schools, 96% are Black or Hispanic. It is imperative that the state take bold, proactive, and immediate measures to increase the number of high-quality schools serving low-income and minority students.

Together, NSFA and the ALSDE believe that the CSP grant is essential to Alabama's effort to improve educational outcomes for the state's most disadvantaged students by expanding access to high-quality charters. The rationale underlying this project asserts that by selectively growing the number of high-quality charter schools in target communities and supporting them with robust technical assistance, Alabama will significantly increase the number of high-quality public school options available to its educationally disadvantaged students.

The 2017 Center for Research on Educational Outcomes (CREDO) Study on Charter Management Organizations supports this logic. Among other findings, the report reveals three particularly supportive conclusions:

1. That charter schools—specifically brick and mortar, nonprofit charter schools—have a statistically significant positive impact on student outcomes;
2. That such charter schools significantly outperform their traditional district peers, especially among low-income and minority students; and
3. That such charter schools significantly outperform their traditional district peers, especially in urban settings.

Our program design adheres tightly to these findings. First, our subgrants will be available only to brick-and-mortar, nonprofit charters. Second, NSFA will concentrate its recruitment and development efforts on those charter organizations and leaders that demonstrate substantial success serving disadvantaged populations and will incentivize applications targeting such populations. Third, NSFA will concentrate much of its recruitment and growth effort on Alabama's larger urban areas of Birmingham, Montgomery, Mobile, and Huntsville.

Fundamentally, our Theory of Action is that by leaning on the diverse strengths and workstreams of the partners to this application, NSFA, the ALSDE, BA4E, and Insignia Partners will be able to collaboratively grow the number of the high-quality charter schools in targeted communities and support each school throughout the process; this will ultimately increase the number of high-quality public school options available to Alabama's most disadvantaged students. To achieve our goal of increasing the number of high-quality charter schools by at least 15 in 5 years, the Alabama partnership (ALSDE, NSFA, BA4E and Insignia Partners) will implement two primary strategies: first, we will recruit, train and support aspiring charter leaders to start new schools in Alabama, with an emphasis on the urban areas of Birmingham, Montgomery, Mobile and Huntsville; and second, we will recruit highly successful CMOs to start new schools in the state. For the full Logic Model, see Appendix F.

2) Objectives, Activities, and Outcomes

NSFA proposes two ambitious objectives that align with the strategic priorities of NSFA and the priorities of the CSP Grants to State Entities Program:

1. Increase the number of high-quality² charter schools by at least 15 over the next five years with an emphasis on those serving educationally disadvantaged students; and

²For purposes of this application, high-quality is defined as (1) a school achieving a letter grade of A or B on the annual state school report card, or (2) a school achieving a letter of grade of C in a school attendance zone in which

2. Advance Alabama’s standing as a national leader in authorizing quality, as demonstrated by NACSA’s best practices and authorizer evaluations.

Table 1 below prescribes the objectives of this project as well as the activities and outcomes aligned to each objective. For each objective and its accompanying activities, performance measures, and annual targets, NSFA will collect data and publish that data annually in a report to the U.S. Department of Education (USED) as required under the terms of this grant program. NSFA will also publish the same results on its website and provide a copy to the ALSDE to include in its annual report to the legislature.

Table 1. Objectives

Objective 1. Increase the number of high-quality charter schools by at least 15 with an emphasis on those serving educationally disadvantaged students.		
Activities	Performance Measures	Annual Targets
<p>A1. Create and disseminate promotional information regarding Alabama’s Charter Schools Program (ACSP), including availability of subgrants, incubation opportunities, and technical assistance.</p> <p>A2. Identify, recruit, and incubate from pipeline of high-quality external CMOs, as well as existing regional leaders and charters that aspire to launch new schools, focusing on those intending to serve 60% or higher educationally disadvantaged populations.</p> <p>A3. Provide technical assistance before, during, and after the application process to ensure success in the critical startup years.</p>	<p>PM1. Annually engage requisite number of recruitment targets from high-quality pipelines to meet goals, in accordance with the projected awards timetable.</p> <p>PM2. NSFA will award competitive subgrants to at least 15 new, replicating, or expanding high-quality charter schools, at least 75% (or 12) of which will serve 60% or higher educationally disadvantaged students.</p> <p>PM3. 100% of subgrantees will participate in technical assistance programming during the startup years.</p>	<p>Y1 2 subgrants; both serving 60% or higher educationally disadvantaged students</p> <p>Y2 3 subgrants; at least 2 serving 60% or higher educationally disadvantaged students</p> <p>Y3 3 subgrants; at least 2 serving 60% or higher educationally disadvantaged students</p> <p>Y4 3 subgrants; at least 2 serving 60% or higher educationally disadvantaged students</p> <p>Y5 3 subgrants; at least 2 serving 60% or higher educationally disadvantaged students</p>

a traditional public school serving similar grade levels achieves a letter grade of F. Applicants with no current Alabama letter grade in will be selected based on the scores they receive on the Recruitment Rubric.

Objective 2. Advance Alabama’s standing as a national leader in authorizing quality, as demonstrated by NACSA’s best practices and authorizer evaluations.		
Activities	Performance Measures	Annual Targets
<p>A1. Conduct an annual evaluation of Alabama’s authorizing practices aligned to NACSA’s best practices for authorizer evaluation, and adopt authorizer policies and procedures as necessary.</p> <p>A2. Continue quarterly training sessions with all authorizers statewide.</p> <p>A3. Identify and recruit other local school boards that would make quality authorizers.</p>	<p>PM1. According to NACSA’s 2016 State Policy Analysis, Alabama ranks 4th in the nation in authorizing policies. Alabama will continue working with NACSA to identify remaining areas of policy and practice that need improvement, and will achieve a measurably higher score against their index each year.³</p> <p>PM2. Conduct at least 4 training and evaluation sessions per year for each authorizer in-state.</p> <p>PM3. At least 2 new school boards will elect to become authorizers by year 5.</p>	<p><u>Y1</u></p> <ol style="list-style-type: none"> 1. Conduct evaluation with NACSA; make necessary modifications to policy and practice. 2. Hold at least 4 trainings for each authorizer. <p><u>Y2</u></p> <ol style="list-style-type: none"> 1. Conduct evaluation. 2. Hold at least 4 trainings for each authorizer. <p><u>Y3</u></p> <ol style="list-style-type: none"> 1. Conduct evaluation. 2. Hold at least 4 trainings for each authorizer. <p><u>Y4</u></p> <ol style="list-style-type: none"> 1. Conduct evaluation. 2. Hold at least 4 trainings for each authorizer. <p><u>Y5</u></p> <ol style="list-style-type: none"> 1. Conduct evaluation. Show measurable improvement. 2. Hold at least 4 trainings for each authorizer. 3. At least 2 new authorizers registered by end of year 5 (from 2019 list).

3) *Estimated Yearly Awards*

NSFA is requesting a total of [REDACTED] over the five-year grant period to be disbursed directly to 15 new, replicated, or expanded high-quality charter schools. The achievement of these ambitious targets will depend heavily on federal CSP support. The [REDACTED] does not include costs for technical assistance or administrative activities. For the full amount of the request, please see the Budget and Budget Narrative.

³ For more detail, see sections (b) Objectives and (d) State Plan.

Subgrantees may receive up to \$1,500,000 total based on a maximum base award of \$1,000,000 and a supplement of \$500,000 for those serving greater than 60% educationally disadvantaged students.

Based on our experience facilitating the development of new charter schools in multiple contexts, NSFA is acutely aware of the increased financial demand on charter schools serving higher percentages of educationally disadvantaged populations. Therefore, the project offers automatic supplements of [REDACTED] for proposals to serve greater than 60% educationally disadvantaged students if such proposals are adequately substantiated with evidence that the applicant is likely to attract such a population and serve that population effectively. This supplement serves not only to offset the inherent added costs of serving educationally disadvantaged students but also to align our recruitment strategy with Objective 1 of this proposal, which holds a preference for charters serving educationally disadvantaged students.

Because replications and expansions will typically constitute an entirely new campus and bear many of the same overhead costs, they are eligible for the same maximum funding amount as startup charters. Note that this project will fund only those expansions that propose to add an entirely new grad span. The configurations constituting a new grade span are the following:

1. Elementary. PK-5; K-5
2. Middle. 5-8; 6-8
3. High School. 9-12

For schools proposing a more unique model, such as one that does not adhere to traditional grade spans or one that proposes to eliminate grade spans altogether, eligibility decisions will be made based on the number of new students the applicant proposes to serve. Reviewers of the application may also account for other factors, such as whether the proposal aims to serve more

or fewer grade levels than the grade span would traditionally serve, and whether a new facility is proposed. *Table 2A* below depicts the total estimated awards per year. For more on the subgrant application process, see Selection Criteria (e) below.

Table 2 Award Amounts and Length

Award Type	Max Amount	Max Length of Grant
New School	\$1,500,000	5 years
Replication & Expansion	\$1,500,000	5 years

Table 2A. Total Estimated Awards Per Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
# Awards	3	3	3	3	3	15
\$/Award						
Total \$						

b. Objectives

1) Alabama CSP Grant Objectives

NSFA, in consultation with the ALSDE, has set ambitious yet attainable goals to improve its charter school sector and its overall public education landscape within the next five (5) years. First among the objectives is to increase the number of high-quality charter schools by at least 15 with an emphasis on those serving educationally disadvantaged students. Given that Alabama passed its law in 2015 and the has only two charter schools currently operating, to grow three schools per year is undoubtedly ambitious. However, this target is certainly attainable as well. Until the launch of New Schools for Alabama, the state had no organization actively cultivating new charter schools, and the state has never had CSP funding. Therefore, the state is confident that the presence of a CSP State Entities Grant, combined with the comprehensive support system the state now boasts, will jumpstart growth even beyond the target of 15 new charter schools in five years. For more on the two objectives, see the following:

1. **Increase the number of high-quality charter schools by at least 15 with an emphasis on those serving educationally disadvantaged students:** As indicated in Selection

Criteria (a) above, NSFA will add a total of 15 new high-quality charter schools in 5 years, thereby expanding the state's charter market at least 250% from 6 charters currently⁴ to a total of 21. Eligible applicants will be new charter schools (startup and conversion), replicating charter schools, and expanding charter schools that meet the qualifying criteria for expansions described in Selection Criteria (a). To reinforce our emphasis on growth in educationally disadvantaged communities, NSFA has also set a goal that at least 12 of the total 15 subgrantees recruited and awarded by NSFA will be charter organizations that intend to serve and have previously successfully served populations of 60% or more educationally disadvantaged students.

PM1. Performance Measure 1 of this objective states that NSFA will annually engage with the requisite number of recruitment targets from high-quality pipelines to meet goals, in accordance with the projected awards timetable. In order to ensure a sufficient number of approved high-quality charter schools each year, NSFA will recruit applicants from high-quality charter school pipelines. For more on how NSFA will successfully engage enough high-quality applicants, see Selection Criteria (c). NSFA will also conduct site visits, promote positive messaging and public relations about Alabama's charter school sector, and offer support services and tools for facilities, financial planning, philanthropic funding, and the application/regulatory process.

PM2. Performance Measure 2 of this objective states that NSFA will award competitive subgrants to at least 15 new, replicating, or expanding high-quality charter schools, at least 75% (or 12) which will serve 60% or higher educationally disadvantaged students. NSFA will address this performance measure first via its recruitment strategy,

⁴ This number represents the 6 approved charters currently slated to open prior to the effective date of this grant.

which aligns with its organizational mission. NSFA, which is to support the growth of excellent charter schools to ensure that all students have access to a quality public school. To achieve our mission, NSFA concentrates its recruitment efforts on CMOs and school leaders who have a history of achieving tremendous results for educationally disadvantaged students and doing so at scale. To identify such CMOs and school leaders, NSFA utilizes its CMO Recruitment Rubric and the selection tools from its incubator program, the New School Design Project (see Appendix F).

PM3. Performance Measure 3 of this objective states that NSFA will provide technical assistance to all subgrantees before, during, and after the application process to ensure success during the critical startup years. From NSFA, prospective subgrantees will receive technical assistance in the areas of 501c3 application support, charter application review and feedback, mock interviews, community engagement support, assistance with facilities acquisition and finance, and strategic consulting. After the application process, ongoing technical assistance will be available in the areas of board governance, talent acquisition and development, fiscal sustainability, and district-charter collaboration (among others). Parent and community engagement will be a particular focus for NSFA, and the organization will partner with Black Alabamians for Education (BA4E) for grassroots activism and community engagement (see Selection Criteria (e) for more on Parent and Community Involvement). For more on technical assistance, see Selection Criteria (d) State Plan.

2. **Advance Alabama’s standing as a national leader in authorizing quality, as demonstrated by NACSA’s best practices and authorizer evaluations:** The partners to this application fully understand the important role high-quality authorizing plays in the

development of a strong charter sector. For that reason, the state adopted laws that limit the number of authorizers to only those that demonstrate good-faith interest in charter development, and the state adopted strong laws concerning oversight of authorizers. Despite an already strong authorizing system, Alabama seeks to further advance its authorizing laws and practices by perpetuating its relationship with NACSA.

PM1. Alabama will continue working with NACSA to identify remaining areas of policy and practice that need improvement, and will achieve a measurably higher score against their index each year. Since the inception of the commission, the ALSDE has taken NACSA's evaluations and recommendations seriously, and the ALSDE will continue this relationship by conducting an annual evaluation with a rigorous instrument and methodology. The evaluation instrument and methodology is developed by NACSA and aligned to NACSA's Standards and Principles and 12 Essential Practices.⁵ Each year, NSFA and the ALSDE will contract with NACSA to conduct this evaluation. We will make the results of the evaluation public, and we will work diligently to strengthen perceived areas of weakness. This annual evaluation will be put into place in Year 1 of the grant.

PM2. Alabama will continue its practice of requiring at least quarterly training and evaluation sessions per year for each authorizer in-state. This requirement is among the more rigorous authorizer requirements in the country and is aligned to NACSA's recommendations. Therefore, it is essential to our achievement of Objective 3. The ALSDE currently facilitates and monitors that training and will continue to do so.

⁵ <https://www.qualitycharters.org/wp-content/uploads/2018/10/NACSA-Principles-and-Standards-2018-Edition.pdf>

PM3. At least 2 new school boards will elect to become authorizers by year 5. As the charter sector in Alabama grows, the partners to this application believe it is essential that districts and charters work together and explore meaningful partnerships and economies of scale. To foster such an environment, NSFA and the ALSDE will continue soliciting applications from local school boards to become authorizers. Both organizations will prioritize outreach to local districts, and NSFA will maintain an index of those expressing interest.

c. Quality of Eligible Subgrant Applicants

1) Eliciting Quality Subgrant Applicants

Alabama will be able to successfully and consistently elicit high-quality subgrant applications. In fact, NSFA was created for the very purpose of cultivating a statewide sector of high-quality charter schools, with an emphasis on serving disadvantaged students. Given the track record of the organization’s leadership in growing high-quality charter schools throughout other markets, and given the deliberate, collaborative advancements recently made within our charter community, the state has many of the ingredients necessary for success already in place.

NSFA was formally launched in 2013 as the Alabama Coalition for Public Charter Schools—the state’s first and only charter school support organization. However, the focus of the organization in its early days was to enact the state’s first charter school law. Since the passage of that law in 2015, the organization has blossomed into a full-service charter school support organization, doing business as New Schools for Alabama. After the law was enacted, key stakeholders in the state came together to form the Alabama Community of Practice in order to develop an inclusive, cross-sector plan for charter school growth. Collectively, the group

decided that the first priority was to transform the Alabama Coalition for Public Charter Schools into NSFA to accelerate charter school growth and deliver first-class technical assistance.

The group recruited Tyler Barnett to serve as the Executive Director of NSFA. Among other experiences in education and education policy, he previously served as the chief charter school development strategist for the Arkansas Public School Resource Center, which is a Home Region subsidiary of the Walton Family Foundation. There, he steered the development of the state's charter recruitment and incubation strategy, forged recruiting relationships with top-notch CMOs around the country, provided hands-on technical assistance and strategic counsel to every charter school in the state, and wrote and implemented a successful CSP State Entities Grant. For more on Barnett, see his CV in Appendix B. With the right leadership working alongside an expert staff and outstanding partner organizations, NSFA is certain to generate high-quality subgrant applicants. We will do so by (1) scaling high-quality charters from inside the state and (2) recruiting high-quality charters from outside the state that can thrive in Alabama's landscape.

i. External CMO Recruitment

The state already has significant inroads with numerous high-quality prospects. Even in the absence of CSP funding, several CMOs have indicated tremendous interest in Alabama for the coming years, and the opportunity to apply for a grant such as this would only further incentivize their expansion into our state. Among various CMOs in the pipeline, Citizens of the World, Democracy Prep, Freedom Prep, RePublic and InspireNOLA have all expressed interest in expanding into Birmingham and Montgomery in the coming years. Democracy Prep has even signed on as the operator of a feeder pattern of multiple conversion charter schools within Montgomery Public Schools. Each of these CMOs ranks among the best in the nation, and each has even received a federal grant to support its expansion.

From NSFA’s experience recruiting high-quality CMOs, we have learned the importance of building rigorous outreach and screening tools. Our frontline instrument is our CMO Recruitment Rubric (see Appendix F). Already, we have used this tool to identify a pipeline of high-quality charters inside and outside the state who have demonstrated consistently outstanding performance with a special emphasis on those performing in educationally disadvantaged communities.

We use this CMO Recruitment Rubric to identify candidates who will be explored more thoroughly for recruitment into our state. The vetting process includes an analysis of performance data, site visits to the CMO’s schools and with their leadership teams, and investigations into the organization’s history to probe for past and present transgressions. Each year, NSFA publishes a viewbook describing the opportunities for charter schools in Alabama and mails multiple hardcopies to the leadership teams of each targeted CMO. NSFA also attends national conferences each year to visit with prospective CMOs.

During the recruitment process, NSFA updates its Charter Contact Log, which serves as an ongoing record of communications between NSFA and charter recruits. NSFA regularly conducts in-person site visits to evaluate each CMO candidate, and we consistently monitor performance data on each in order to identify those who are the strongest fits for Alabama’s unique needs. For the purposes of this grant, NSFA will conduct site visits to at least five (5) new CMO targets each year and set a goal of two applications from CMOs per year.

ii. In-state Prospects

In addition to recruiting external CMOs, NSFA actively supports the growth of high-quality in-state charters and promising charter leaders. To support promising charter leaders, NSFA operates its New School Design Project, which is a derivative of the Mind Trust’s

innovative schools competition. Promising aspiring leaders submit a detailed school proposal complete with their credentials and, if chosen, they are awarded startup funding to support a year-long residency in the KIPP Fisher Fellowship and comprehensive technical assistance during the charter application process (see Appendix F for program design materials). To identify future candidates, NSFA will continue its partnership with Teach For America–Alabama and will launch a targeted regional advertising campaign.

Alabama will also depend on its existing pipeline of in-state charters during the life of this grant. Multiple currently-approved charters have already indicated long-term growth plans that align to this grant application. For this grant, NSFA will set a goal of producing at least three applications per year from fellows in the incubator or from high-quality in-state charters. See *Table 3* below for a list of currently approved charters.

Table 3. Current Approved Charters

Name of School	Location	Type	Year Open
ACCEL Day & Evening Academy	Mobile	Startup	2017
University Charter School	Livingston	Startup	2018
Legacy Prep	Birmingham	Startup	2019
Woodland Prep	Chatom	Startup	2019
LEAD Academy	Montgomery	Startup	2019
SLAM Academy	Huntsville	Startup	2019
Capstone Charter	Tuscaloosa	Startup	2020
i3 Academy	Birmingham	Startup	2020
MEF Charter School	Montgomery	Conversion (feeder pattern)	2020
MEF Charter School	Montgomery	Conversion (feeder pattern)	2021
MEF Charter School	Montgomery	Conversion (feeder pattern)	2022
MEF Charter School	Montgomery	Conversion (feeder pattern)	2023

2) Installing a Rigorous Peer Review Process

NSFA will ensure a thorough, but not duplicative subgrant application process by adapting the excellent charter school application documents and procedures already established by the ALSDE and the commission. Over the past four years, the ALSDE Charter Office has worked with NACSA to develop a comprehensive charter application process aligned to best practices, which includes applicant and evaluator trainings, timelines, and a thorough application package. The ALSDE application process is comprehensive and rigorous, and it results in the approval of only high-quality applicants. For this reason, NSFA will simply adapt the authorizer's current application and amendment processes to meet the needs of the ACSP subgrant application, thereby maintaining rigor while avoiding duplicative requirements.

The state's charter school application framework consists primarily of an Executive Summary and three substantive sections: Educational Program Design and Capacity, Operations Plan and Capacity, and Financial Plan and Capacity. The process consists of submitting the application and participating in a public hearing in which the authorizer asks detailed questions of each applicant. Each application undergoes an external review by an impartial third party and recommendations are made to inform the authorizer's decision. Of course, only approved applications will be awarded an ACSP subgrant. For its subgrant application process, NSFA will simply adapt the state's charter application framework to allow the ACSP Selection Committee (hereafter, Selection Committee) to provide up to 5 points for the Executive Summary, up to 5 points for each subsection in the Education Program and Operations Plan sections respectively, and up to 20 points for the Financial Plan, for a cumulative total of 150 possible points (see Appendix F for the ACSP Grant Scoring Rubric). Applicants will complete a separate template specifically for the ACSP grant budget. The Selection Committee will attend the public hearing

for each applicant, but they will also retain the authority to summon applicants for an interview if necessary. From each public hearing, the Selection Committee will solicit feedback from parents and community members on their perception of the applicant and will ask attendees to rate the applicants across multiple criteria that will later inform their decisions on subgrant applications. Each year, based on these criteria, the Selection Committee will award subgrants to at least the three highest-scored applications.

To ensure impartiality, the Selection Committee will be composed of peer reviewers involving an odd number of at least three but no more than five committee members. Committee members will be representatives from existing charter schools, steered by the Project Director (the Executive Director for NSFA). If there are any vacancies on the committee due to conflicts of interest—meaning that all of the then-approved charters in Alabama are applying for an ACSP grant—NSFA will invite a representative from the A+ Education Partnership, the National Alliance for Public Charter Schools, or another impartial third-party representative to fill that vacancy until such time as there are enough eligible peer reviewers from charters who can serve without conflict of interest.⁶ Such an impartial third-party representative shall demonstrate sufficient knowledge of Alabama’s charter school sector in accordance with the minimum qualifications described in the Selection Committee Handbook, which will be developed upon approval of this application in accordance with the rules described in the Federal Register.

To accommodate the multiple authorization windows in Alabama, NSFA will use the following timelines for application and selection:

⁶ The need for interim reviewers due to sector-wide conflicts of interest is unlikely; however, this contingency may be necessary in the year one of the grant if all existing charters apply at once.

Table 4. Subgrant Application Timelines

Timeframe	Action
October	CSP Subgrant Competition announced
October - January	Technical assistance webinars and local informational meetings held Calibration meetings for Selection Committee
February	Open Round 1 application period
March	Close Round 1 application period
August	Open Round 2 (if necessary)
September	Close Round 2 (if necessary)

d. State Plan

1) Monitoring Subgrantees

To ensure that all subgrantees are adequately monitored and to avoid duplicative requirements, NSFA will synchronize the comprehensive, continuous monitoring processes already underway at the ALSDE with the subgrantee monitoring processes planned under this grant. NSFA will marry the two organizations’ monitoring systems to establish a single systematic process that oversees performance along two prongs: (1) programmatic performance, including whether the subgrantee is meeting academic performance expectations and operational expectations set forth in the charter concerning enrollment, demographics, and more; and (2) fiscal performance.

Perhaps the greatest monitoring tool held by the state is the ALSDE Data Center, which is an all-encompassing data portal featuring aggregate and disaggregated data at the state level, district level, and school level. The Data Center contains every uniform set of statewide data available for every LEA in Alabama. Data sets include statewide information reports, district and school letter grade report cards, student dashboards, a student intervention system, and more—all hosted within an easily navigable and intuitive one-stop destination. But while the two organizations rely heavily on the Data Center, they also depend on the ALSDE data collection

portal, which is a statewide reporting system that enables month-to-month fiscal monitoring and ensures monthly reporting, financial transparency, and accountability. Many of the reports in these systems will be used for an annual performance report, which is required of each subgrantee and will be conducted by NSFA to inform its federal annual performance report.

However, even with the state's top-flight data and reporting systems, having access to data is not enough. The ALSDE Divisions of Accountability, Compliance Monitoring, and LEA Accounting and Fiscal Accountability each have veteran teams of coordinators, directors, education administrators, and staff accountants engaged in ongoing monitoring activities of every public school in-state. The School Improvement unit provides technical assistance to districts and schools in the effective use of interventions, processes, diagnostic analysis, development of needs assessments, building capacity, and addressing instructional issues in a district or school that has not made sufficient progress in student achievement. Similarly, each year, the Compliance Monitoring unit conducts a program-specific risk assessment for all LEAs in Alabama. LEAs are selected for desktop or onsite monitoring based on the Risk Score assigned to each LEA and other program-specific considerations. At a minimum, the top 15% of the districts with the highest risk are identified for enhanced monitoring each year. However, if the ALSDE determines that a LEA has consistently failed to reach compliance, the LEA may receive enhanced monitoring for that year, regardless of the total Risk Score. Each subgrantee will be required to share its Risk Score with NSFA for monitoring purposes.

Additionally, first-year subgrantees receive heightened monitoring and support. Each must submit a quarterly progress report throughout the initial year. Such reports include enrollment data, academic and operational performance data, and financial reports. Where possible, NSFA and Insignia Partners will rely on standard state reports to help subgrantees

avoid duplications of effort. Each subgrantee will also receive at least one onsite monitoring visit in its initial year followed by targeted technical assistance where necessary. This enhanced scrutiny is a safeguard against the statistics that suggest the first year of a charter bears the greatest risk.

Beyond just first-year subgrantees, NSFA and Insignia Partners will conduct ongoing monitoring for all subgrantees. For subgrantees in their second year or later, NSFA will require at least a desktop review each semester of the same indicators required of first-year subgrantees. NSFA and Insignia Partners will regularly liaise with the ALSDE Charter Schools Office as well as the Divisions of Accountability and LEA Accounting to monitor progress, and subgrantees must assist in that process by sharing all reports prepared for the ALSDE with NSFA. Additionally, NSFA will ensure an onsite visit to each subgrantee at least every two years.

Given the relatively small number of subgrants to be awarded, and given the reduction of effort produced by the strategy of using the state's already-required reporting mechanisms, NSFA, Insignia Partners, and the ALSDE can unequivocally meet the thorough monitoring commitments described herein. For details on the respective time commitments of each partner, see Selection Criteria (e). Also noted in Selection Criteria (e) are some of the monitoring activities to be conducted by Insignia Partners and NSFA, which include the following:

- a) Review and approve each subgrant budget;
- b) Conduct at least quarterly desktop reviews of academic, operational, and fiscal performance of all first-year subgrantees and semi-annual reviews for all others;
- c) Monitor for timely drawdown of funds and compliance with allowable expenses;
- d) Provide input and review materials prior to submission for all authorizer hearings;
- e) Receive and review budget revisions as requested, among other duties.

2) Working with Authorizer(s) to Avoid Duplicative Requirements

NSFA will work closely with the ALSDE Charter Office to avoid duplication of work for either the charter school subgrantees or the state's authorizers. Many such strategies have already been described. The first way in which the two agencies will avoid duplication is that NSFA—as noted above—will leverage the monitoring processes already underway at the state and among authorizers to oversee charter performance. Furthermore, NSFA will continue to collaborate with the ALSDE to ensure that both parties are aware of any forthcoming charter applications and to jointly partner with NACSA to continuously improve application and authorization processes.

Because of the breadth and thoroughness of the ALSDE's initial charter application forms, NSFA will also be able to rely largely on those documents for its analysis of the proposal's quality and the applicant's capacity. As indicated by the National Alliance for Public Charter Schools in its State Policy Rankings, the authorizer's application process is a rigorous selection process that results in the approval of only high-quality charter schools in Alabama. Therefore, the Selection Committee will apply its scoring system to the ALSDE's standard charter application documents as described in Selection Criteria (c).

3) Providing Technical Assistance

NSFA will provide a comprehensive suite of services to support subgrantees, including all of those mentioned within the response to Competitive Preference Priorities 3-6. NSFA will also give each subgrantee automatic access to the training in our incubator program. Together with the ALSDE, BA4E, and Insignia Partners, NSFA will facilitate two types of technical assistance for all subgrantees: (1) operational technical assistance and (2) grant management technical assistance.

On the operational side, NSFA will partner with the ALSDE to provide authorizer training and charter board training. NSFA will support the ALSDE in its continued relationship with NACSA to improve authorizer quality in Alabama, and the organization will assist subgrantees with board recruitment and the development of policy documents that are pertinent to board governance and operations. NSFA will also continue its comprehensive charter application assistance as well as assistance with leadership development through the incubator program, which is managed by the Director of Charter Development and offers a one-year leadership training residency with KIPP (or another proven CMO if preferred). Additionally, as described in Competitive Priority 3, NSFA will help with facilities acquisition and finance, district-charter collaboration contracts, and strategic consulting.

On the grants management side, NSFA will partner with Insignia Partners to perform services similar to those provided to Idaho and Michigan in the management of their respective CSP Subgrants. Services will include managing data collection and reporting for subgrantees; managing the tracking of allowable expenses; preparing monthly USED reimbursement requests; preparing required reporting to USED; monitoring subgrants for compliance; and developing financial systems, protocols and policies in compliance with EDGAR and OMB, among other tasks. Insignia Partners will also perform a complete onsite evaluation of each charter school after year 3, which includes an evaluation of instructional practice, curriculum, operations, and more. For more details concerning the primary activities of Insignia Partners, see *Table 5*.

Table 5. Some of the Primary Activities of Insignia Partners

Category	Activities
Data Collection & Reporting	<ul style="list-style-type: none"> ▪ Collecting and analyzing data ▪ Developing a strategy to share results of the project, inclusive of the preparation of resources for dissemination ▪ Managing the collection and review of all required subgrantee reporting

Financial Management	<ul style="list-style-type: none"> ▪ Managing the tracking and allocation of allowable expenses eligible for reimbursement ▪ Preparing, reviewing, and executing monthly USED reimbursement requests ▪ Prepare required reporting to USED, inclusive of requests for budget modifications as needed ▪ Facilitating, reviewing, and executing monthly subgrantee reimbursement requests
Compliance	<ul style="list-style-type: none"> ▪ Monitoring subgrantees for required compliance and facilitating TA plans as needed to meet minimum compliance requirements ▪ Ongoing communication and support to subgrantees regarding all Federally mandated compliance requirements
Infrastructure Development	<ul style="list-style-type: none"> ▪ Developing financial policies and practices in compliance with EDGAR and all applicable OMB guidance ▪ Identifying and setup for all technology systems to be used in the project inclusive of application process, data storage and security and development of communication platforms ▪ Facilitating the process to identify necessary staffing capacity, development of position descriptions as needed and management of recruitment and selection process

e. Quality of the Management Plan

1) Adequacy of the Plan to Achieve the Objectives

With NSFA as the quarterback, the partners to this application have established a strong collaborative framework for each party to contribute meaningfully and uniquely to the implementation of this project. The lead partners are NSFA, the ALSDE, BA4E, and Insignia Partners. As a small-market state, we depend on the diverse strengths of these agencies—among others—to strategically cultivate a thriving charter school sector. So, naturally, each partner will

contribute to this project from within their respective areas of expertise, albeit with NSFA responsible for administering the entire project. Collectively, the partners make up the ACSP Design Team. Because each partner will receive a proportionate share in contracting fees to cover the costs of their activities, NSFA will establish a schedule of check-ins with each partner held on at least a monthly basis. For specifics on the role of each partner, see *Table 6* below. Note that *Table 6* reflects the essentials of the Management Plan; each task listed below will require additional subtasks to be developed based on feedback in the Grant Award Notification.

Table 6. Major Tasks for Implementation

CSP Subgrant Process – The staff at NSFA and Insignia Partners have a long history of managing and executing significant federal grants as well as private grants. As mentioned above, NSFA was reframed collaboratively by the Community of Practice to carry out the very activities described in this grant. As such, NSFA and the partners to this application have built the necessary infrastructure to do the following: disseminate communications regarding ACSP subgrant opportunities; elicit high-quality applications; execute the subgrant application and review process; distribute funding; maintain a consistent practice of reporting, monitoring, and evaluation; provide technical assistance; and maintain effective lines of communication with the USED.		
Timeline	Responsible Party	Milestone
By October 2019 and quarterly	ACSP Design Team – NSFA Executive Director and Charter Development Director; ALSDE Charter Office; Black Alabamians Executive Director; Insignia Partners Project Manager	Establish and publish calendar of Design Team meetings quarterly with specific agenda and development of tasks for each year of ACSP grant
October 2019	NSFA Executive Director and Charter Development Director	Liaise with USED to ensure compliance with any follow-up requirements prior to implementing ACSP grant.
November 2019	Selection Committee	Review of components from charter application process to utilize in grants application and scoring rubrics
November 2019	Selection Committee	Send draft application process and scoring rubrics through NSFA Charter Advisory Board,

		Community of Practice & ALSDE for feedback
December 2019	Selection Committee	Finalization of subgrant application and scoring rubrics
January 2020	NSFA Charter Development Director	Obtain final approval from USED for RFP for ACSP subgrant applications
Quarterly	NSFA Charter Development Director; Insignia Partners; Subgrantees	Conduct quarterly performance reviews of each first-year subgrantee on enrollment, fund balances, and other operational performance indicators
Annually; ongoing	Insignia Partners; NSFA Charter Development Director; ALSDE Accountability Division; Subgrantees	Monitor overall student achievement and progress towards attainment of charter application goals; measure against A-F school report cards in accordance with this grant
Quarterly	Insignia Partners & ALSDE Finance Division	Monitor financial performance -Conduct at least quarterly Desk Reviews of finance reports reports -Monitor for timely, allowable drawdown and expenditure of subgrant funds -Monitor proper financial reporting to ALSDE -Receive and review charter budget
Fall 2020	Selection Committee; NSFA Charter Development Director; Insignia Partners	Review of first grants cycle and recommend changes prior to release of new funding
Communication – With the award of this grant, NSFA, the ALSDE, and Black Alabamians for Education will collaborate to develop a comprehensive plan for sharing information on ACSP funding and to disseminate best practices.		
Timeline	Responsible Party	Milestone
October 2019 and biannually	NSFA Charter Development Director	Documented communication agenda and

		development of tasks for Communications team
October 2019	NSFA Executive Director; ALSDE Charter Office; BA4E	Press release announcing grant
October 2019	ACSP Design Team	Presentation to commission and local authorizers on ACSP grant
Fall - Summer 2019	ACSP Design Team	Announcement and presentations at ALSDE Summer Conference, additional conferences
October 2019	NSFA Charter Development Director	Design of one page fact sheet/ brochure on ACSP and grant for delivery to charter authorizers and prospective applicants
December 2019	Selection Committee – NSFA Executive Director	Webinar on upcoming grant opportunity
December 2019	NSFA Charter Development Director	Orientation webinar and face-to-face meetings to provide overview of grants process
February 2020	ACSP Design Team	Design requirements and guidelines for best practices to be featured on ALSDE and NSFA website
February 2020	ACSP Design Team	Social media announcement of grant opportunities
February 2020	ALSDE Communications Team	Memo on State Superintendent’s Corner of ALSDE website, distributed to all schools in Alabama
March 2020	NSFA Executive Director	Press Release on applying entities
April 2020	NSFA Executive Director	Announcement of year 1 grants
June 2020	Selection Committee	Establish Charter Advisory Committee with regional ambassadors
After charter evaluations and statewide assessments	ALSDE; NSFA Charter Development Director	Publish Annual Charter Performance Report
September 2020	ACSP Design Team	Enhance “For Parents” section of NSFA website in accordance with this grant; enhance BA4E website

		accordingly; offer link(s) on ALSDE
Annually	ACSP Design Team	Disseminate best practices at ALSDE Summer Conference with joint presentations
Annually	ACSP Design Team	Solicit, curate, and update best practices resources from subgrantees; post to NSFA and ALSDE websites; establish rollout plan for best practices at ALSDE Summer Conference
<p>Recruitment & Growth – As noted in this application, NSFA already has identified a strategic list of recruitment candidates. This proposal will designate funds to provide ACSP subgrants to high-quality charter operators in Alabama to expand and replicate existing high-quality charter schools that serve a disproportionate number and percentage of educationally disadvantaged students. The core components of NSFA’s recruitment strategy are (1) strategic selection and grantmaking; (2) technical assistance; (3) assistance with facility acquisition and finance; and (4) the incubator program.</p>		
Timeline	Responsible Party	Milestone
August 2019	NSFA Charter Development Director	Maintain Charter Facilities Index
Quarterly	NSFA Executive Director; Charter Development Director	Maintain recruitment activities with an annual update of progress
Annually; ongoing	NSFA Executive Director; Charter Development Director; ALSDE Charter Office	Assist charters with application and hearing processes
February 2020; repeat annually	NSFA	Release RFP to all prospective applicants
Spring 2020 (date contingent on final charter application window); repeat annually	NSFA	Receive and subgrant applications
Spring 2020 (date contingent on final charter application window); repeat annually	ACSP Selection Committee	Review applications and award subgrants
Annually	NSFA Charter Development Director	Continue facilities assistance described herein
Annually	NSFA staff	Offer charter board training
<p>Charter Authorizing – As the sole entities providing technical assistance for charter schools in Alabama, NSFA and the ALSDE will continue to work together not only in service of charter schools, but also to continuously improve charter application forms and authorizing practices.</p>		

Timeline	Responsible Party	Milestone
November 2019	ALSDE Charter Office; NACSA	Establish plan to improve authorizing practices and documents
Quarterly	ALSDE Charter Office; Commission	Provide quarterly authorizer trainings
Annually	ALSDE Charter Office	Review charter authorization processes, make revisions, and publish recommendations and corresponding revisions
Annually	ALSDE Charter Office; NSFA Executive Director	Hold meetings to identify prospective new authorizers and share information on authorizing at ALSDE Summer Conference

Grant Compliance and Administration – Federal Webinar detailed specific tasks to be accomplished which are listed here with additional grant tasks.

Timeline	Responsible Party	Milestone
January 1, 2020	NSFA Charter Development Director	Ensure compliance with all follow-up requirements in accordance with Grant Award Notice (GAN) and in accordance with requests from USED staff
January 1, 2020	NSFA Charter Development Director	Establish the Electronic Grant File accessible by all Design Team Members
January 1, 2020; ongoing	NSFA Executive Director	Establish an institutional file of all grant documents in Executive Director's Office and print all components of the GAN to include in this file.
April 1, 2020	Insignia Partners	Set up functional G5 account and train NSFA staff on site use and management
February 1, 2020	Insignia Partners	Set up calendar for Quarterly Calls with Program officer (scheduled annually for first two weeks February, May, August and November)

July 1, 2020; ongoing	Insignia Partners; NSFA Executive Director	Establish Grants Management System that includes documents into files including: a) Site Visit Documentation system b) Subgrant Monitoring Activities c) Grant Application including contracts with USED d) All GANS notices e) Special Conditions f) Contracts g) all communications from USED and Project Director as documentation of grant implementation
March 1, 2020	Insignia Partners	Establish review process to assure by benchmark dates funds are drawn down in timely manner
April 1, 2020	Insignia Partners; NSFA Executive Director and Charter Development Director	Review and update team on Key Financial Management Requirements for Discretionary Grants Awarded by Department of Education
Annually	NSFA Executive Director; Insignia Partners	Submit Annual Performance Report in G5.
April 1, 2023	NSFA Executive Director; Insignia Partners	Develop and submit 3 rd year report High Stakes Reporting from ESSA

2) *Appropriate and Adequate Time Commitments*

The partners to this application fully recognize the importance of this grant to the Alabama charter sector. As such, the partners intend to contribute their maximum allowable time and staff to this project to ensure its success. During the development of this application, each partner assessed its capacity to contribute and carefully designed the project together to ensure that each partner can deliver on its commitments. As the lead applicant, NSFA will contribute

the most significant chunk of its time to the grant activities described herein. The Executive Director will devote at least 80% of his time to carrying out the activities of this grant as Project Director. Moreover, the Director of Charter Development will commit 100% of his time to the execution of this grant. The Project Director will conduct monthly check-in calls with each subsequent partner as described above.

While not all of the ALSDE Charter Office's activities will be pertinent to this grant, all of their activities are supportive of the charter sector. This grant will account for approximately 50% of the time of Logan Searcy, coordinator of the ALSDE Charter Office, and 50% of at least one additional FTE to be staffed within the ALSDE Charter Office. While most of the ALSDE Charter Office's budget will continue to be funded by state appropriation, this budget does accommodate another FTE in the ALSDE Charter Office to support this grant. In addition to the FTEs in the Charter Office, many of the other activities described herein are already implemented elsewhere at the ALSDE and are staffed by the experts listed in Appendix F. The main contact for monthly check-ins at the ALSDE will be Logan Searcy.

Similarly, while BA4E already provides many of the services described herein, this grant incorporates those services into its overall plan and expands those services in key areas. As such, the organization will commit 100% of its time to the activities described in this grant. The main contact for monthly check-ins at BA4E will be Neonta Williams.

While Insignia Partners cannot specifically identify a percentage of its time that will be allocated to this grant, the organization actively manages many of the same activities related to fiscal management and grant compliance for Idaho in its CSP State Entities Grant. Insignia Partners will provide many of the same services here and guarantees successful delivery on its commitments. The main contact for monthly check-ins at Insignia Partners will be Lisa Diaz.

f. Parent and Community Involvement

Alabama’s charter school law repeatedly requires meaningful, ongoing parent and community input into the operation of charter schools in the state. From the outset, Ala. Code § 16-6F-7 requires that charter applicants demonstrate multiple ways in which they have engaged the community in the development of the application and the school. The application requires a detailed plan to provide “opportunities and expectations for parental involvement.” More broadly, the application requires “evidence of community support” and “significant and objective evidence of interest...from the community the public charter school wishes to serve.” Ala. Code § 16-6F-4 also requires that parents make up at least 20% of a charter school’s governing board.

However, history has shown that such legal requirements alone are insufficient to effectuate material parent and community involvement. Parents and community members first need accurate, timely information on the quality of their schools and the nature of charter schools. NSFA simplifies the search for such information by actively disseminating accurate information on its website and in various public forums.

NSFA maintains on its website a hub from which parents can view the list of open charter schools and access their enrollment portals. In the “For Parents” section of its website, NSFA provides an interactive Google Map populated with every public school in the state, color-coded by the school’s A-F Report Card grade. Each icon also includes information about the location of the school and a link to its website. Every year, the map is updated to reflect current data to ensure that parents have an informed sense of school quality in their area and to ensure parents can view charter schools nearby. To solicit direct input from parents on community members on specific subgrant applicants, NSFA and the Selection Committee will attend each public hearing required of the applicants. There, the Selection Committee will request feedback from parents

and community members on each applicant as described in Selection Criteria (c) and use that feedback to inform subgrants decisions.

For grassroots community engagement, NSFA relies on its partnership with the experts at BA4E. The mission of BA4E is to “equip, inform, and empower Black families with information on accessing a high-quality education.” BA4E works to provide Black parents the skills they need to better advocate for themselves and their children and to demand reform initiatives that will benefit them. BA4E typically works in four strategic phases within targeted communities that are currently and historically underserved. Moving forward, BA4E will expand on its partnership with NSFA to concentrate on targeted regions identified for ACSP subgrants. The phases are as follows:

- 1) **Research** – This phase involves attending community events, building a presence, and identifying potential supporters. A core feature of this phase is BA4E’s highly successful Chat & Chews, which are meetings in which BA4E gathers community members over a free meal to discuss educational issues.
- 2) **Awareness** – This phase involves the facilitation of small group meetings and targeted 1:1 meetings to identify parents who want charter schools as an option.
- 3) **Educate/Inform** – In this phase, parents are educated about the history of charter schools and their potential impact, and they are exposed to high-quality charters across the country. Activities include facilitating Charter School 101 Parent Empowerment Sessions, hosting charter school tours locally and in neighboring states, and attending local and state school board meetings to gain knowledge on the process for establishing charter schools.
- 4) **Advocate** – Advocates are trained in the Parent Advocacy Leaders (PALS) program in which they receive training on community engagement and actively participate in

advocacy activities thereafter. Program completers are invited to join local Community Advisory Groups—which are supportive groups of influential leaders within the community—in the targeted regions identified by BA4E and NSFA.

g. Flexibility

1) Degree of Flexibility Afforded by the Law

Charter schools in Alabama have maximum flexibility from the regulations that pertain to traditional school systems. As stated in Ala. Code § 16-6F-9:

A public charter school shall not be subject to the state's education statutes or any state or local rule, regulation, policy, or procedure relating to non-charter public schools within an applicable local school system regardless of whether such rule, regulation, policy, or procedure is established by the local school board, the State Board of Education, or the State Department of Education.

The law also expressly holds that charter schools are exempt from state teacher certification requirements and that charter school teachers may choose to participate in the state's teacher retirement and health programs, but they do not have to do so. These exemptions apply to both startup charters and conversion charters. Whereas some states require charter applicants to apply for specific waivers and even provide a rationale for such waivers, the exemptions are automatic in Alabama. There are only a few meaningful exceptions to these automatic exemptions:

- i. Charter schools must comply with all federal regulations, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the federal Civil Rights Act;
- ii. Charter schools are subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting and criminal background checks applicable to other public schools in the state, except as otherwise specifically provided in this act;

iii. Charter schools are subject to statewide end-of-year standardized assessments.

Because of the strength of Alabama’s charter law as it concerns flexibility, the National Alliance for Public Charter Schools gave the state the maximum points allowed on its state policy ranking framework (12/12) in the categories of school autonomy, fiscal and legal autonomy, and automatic exemptions from collective bargaining agreements.

2) *Maximizing the Flexibility*

NSFA and the ALSDE will continue to work with charter applicants to maximize the flexibility afforded in the law while also ensuring that applicants adhere to proper accountability requirements. This workstream has three components: (1) ensuring that prospective applicants are aware of the autonomies inherent to charter schools; (2) disseminating information on the innovative strategies currently in place because of those autonomies; and (3) describing the impact those strategies have had on outcomes.

Unlike some states, which require charter applicants to specifically identify the laws from which they are requesting flexibility and provide a justification for each, Alabama automatically grants all charters autonomy from all education regulations other than the select few listed above. Therefore, it is incumbent upon NSFA to identify some of the more common autonomies charters (and districts with flexibility waivers) can leverage. Doing so allows NSFA to point out what is possible in a charter school model given the flexibility Alabama offers. The list includes the following laws from which charters have flexibility, among many others:

Table 7. Common Areas of Flexibility

Law/Rule Waived	Area(s) of Flexibility	Rationale(s)
Ala. Admin. Code 290-2-1	<ul style="list-style-type: none"> • Salary Schedule • Expenditure of Funds 	To allow for innovative compensation designs and to allow school-level decisions around budget and staffing
Ala. Admin. Code 290-3-1	<ul style="list-style-type: none"> • Length of day/year 	To allow flexible scheduling; to allow self-paced learning

	<ul style="list-style-type: none"> • Time allotments and credit requirements • Dual enrollment restrictions • Online course restrictions • Physical education restrictions • Course requirements 	and competency-based education; to promote dual enrollment and career exploration; to embed physical education and free up learning time; to provide innovative coursework
Ala. Admin. Code 290-3-2	<ul style="list-style-type: none"> • Teacher certification 	To hire highly-skilled educators from outside the profession with specific, nuanced content expertise

NSFA provides this list to charter applicants during consultation. To supplement the list, NSFA cross-references application materials from other charters (and some traditional schools leveraging flexibility) to demonstrate concrete examples of each flexibility area at work. This allows applicants to ideate on their school models unencumbered by traditional limitations.

Additionally, NSFA and the ALSDE partner to share best practices from charter schools, and both organizations maintain a repository of resources for those best practices on their respective websites. While providing technical assistance, NSFA regularly references these resources and specifically identifies those most pertinent to each applicant’s unique model. NSFA identifies for each best practice the regulatory autonomies that make them possible. To further illuminate the value of each best practice, NSFA and the ALSDE facilitate breakout sessions in which charter leaders share their best practices, describe the autonomy that made each possible, and reveal the impact each had on the school’s performance.

APPLICATION REQUIREMENTS

Description of Program.

This narrative part of this section will only address those Application Requirements requiring further explanation. For all others, see *Table 8* below.

Table 8. Application Requirements Previously Addressed

Application Requirement	Location(s) in the Application
A(1)	Selection Criteria (a)-(f).
A(5)	(A)(5). (A)(3) in this section and Selection Criteria (a), (b), (c), (d), and (g).
A(9)	Competitive Priority 6.
(A)(11)	Competitive Priorities 1, and 6, as well as Selection Criteria (b) and (d).
(A)(12)	Competitive Priority 6 and Selection Criteria (b) and (d).
(B)(1)	Competitive Priorities 1 through 6 as well as Selection Criteria (e), (d), and (f). For resumes of key personnel, Appendix B.
(B)(2)	Selection Criteria (a) through (d) and Competitive Priorities 3 through 6. .
(B)(3)	Competitive Priorities 4 and 6 Selection Criteria (b).
(C)(1)	Selection Criteria (c) and Appendix F (Charter School Application).
(C)(2)	Selection Criteria (c) and Appendix F (Scoring Rubric).
(D)	Selection Criteria (e).

(A)(2). NSFA is the sole charter school support organization in the state and enjoys a supportive relationship with every charter school and authorizer in the pipeline, as well as the ALSDE Charter Office, Black Alabamians for Education, the most engaged philanthropic organizations, and each regional education foundation. Therefore, NSFA has unfettered access to the charter schools and authorizers that currently exist in-state. Moreover, as the sole charter support organization, the vast majority of interested applicants seek NSFA’s assistance from the beginning. For applicants unaware of NSFA, the ALSDE Charter Office regularly directs them to seek our assistance in the areas of application development and technical assistance. Of

course, for the applicants in NSFA’s recruitment or incubation pipeline, a relationship already exists.

NSFA will lean on its universal access and expansive relationships with charters and authorizers to ensure that all eligible parties are aware of the opportunity. See *Table 6* under Selection Criteria (e) Management Plan for specifics on the rollout of a communication plan.

(A)(3). First, participation in many of the available state and federal programs is an agreed-upon and enforceable requirement for charter schools in the charter contract. As a tool to ensure participation, the ALSDE requires the completion of several pre-opening activities related to federal programs before the school is approved for opening. NSFA will also require that subgrantees complete their pre-opening requirements, and where gaps arise concerning federal programs, NSFA will provide technical assistance. Of course, the Federal Programs unit at the ALSDE also already does and will continue to ensure that charter schools receive the commensurate share of federal funds the schools and students are eligible to receive. Finally, as noted in Competitive Priority 5 as well as Selection Criteria (d), the ALSDE requires that all charter schools are fully compliant with ELL and Special Education provisions, and NSFA will work with the ALSDE and charters to ensure that they have access to all available funding.

(A)(4). State law currently requires the implementation of a robust protocol during the closure of low-performing charter schools, including required notices that must be distributed by the closing charter school to all parents of enrolled students. NSFA and the ALSDE will expand on these mechanisms to help affected families find alternative high-quality schools nearby that are appropriate for their children. The first strategy will be the dissemination of informational materials to be shared with affected parents by NSFA. Such information will include:

- Links to the NSFA website and the “Find a School” feature, which shows parents a map of local school options color-coded by letter grade and sortable by school type, grade levels served, and more;
- Contact information for other local school options; and
- A direct phone line to NSFA staff who will assist with directing parents on where to find application materials for local schools and more

NSFA will also collaborate with other charter schools in the area that have not reached maximum enrollment to help affected families apply.

(A)(6). NSFA staff will require subgrantees contractually to comply with the requirements of section 4303(b)(1) of the ESEA and the other requirements of this grant program. As noted in Selection Criteria (d) and (e), NSFA will regularly monitor subgrantees for compliance, requiring periodic training and reporting in concert with the expertise of Insignia Partners. Additionally, to ensure long-term viability, all applicants for subgrant funds are required to present a plan to the state as a part of the initial charter application that includes a sustainable budget. That budget does not include CSP funds, thereby demonstrating the ability of each applicant to operate in the absence of such funding.

(A)(7). See Selection Criteria (d) relating to quality authorizing as well as Competitive Priorities 4, 5, and 6. One of NSFA’s Objectives is to increase the quality of authorizing and the number of authorizers statewide. So far, NSFA has worked with the Montgomery Public Schools system—which is under state intervention—to apply for a conversion charter feeder pattern for the turnaround of 5 failing schools. The contract involves turning several schools over the Democracy Prep, which is a high-quality CMO and current recipient of a federal CSP Replication & Expansion grant. NSFA has received other inquiries from districts indicating an

interest in becoming an authorizer for the same purpose, and the organization will work to expand these opportunities by sharing success stories from Montgomery and others.

(A)(8). NSFA has gleaned best practices in inclusive recruitment from past experience, from current in-state charters, and from out-of-state charters, and the organization will continue to share those best practices with subgrantees. Moreover, as part of the initial charter application, applicants have to provide a detailed recruitment plan aligned to such criteria and evaluated for inclusiveness against a rubric. Of course, because the initial charter application requires a description of recruitment, enrollment, and lottery processes is a required component of the initial charter application, applicants that lack in detail in such areas will be scored lower on the CSP Subgrant scoring rubric.

NSFA will capitalize on these existing mechanisms to share best practices at our charter school convenings as described in Competitive Priority 6. Additionally, in its pre-application technical assistance sessions, NSFA will continue our standard practice of encouraging alignment to our recruitment findings and will probe for specific details on each applicant's plan. Further, NSFA will similarly encourage applicants to implement inclusive disciplinary practices such as those described in subsection (G) below that are aligned to Positive Behavior Intervention Systems. APSRC will likewise feature ACCEL Day & Evening Learning Academy for its pioneering disciplinary and management strategies and encourage applicants to align.

(A)(10). As noted in Selection Criteria (g), charter schools are subject to the requirements of all federal laws pertaining to Special Education and English Language Learners, including the IDEA and the ADA. Charters must provide the same student services around Special Education and English Language Learners, and any violation of law or standards will result in corrective action by the ALSDE Compliance Monitoring unit and the ALSDE Special Education unit. As a

requirement to receive an ACSP subgrant, all subgrantees must maintain compliance with such laws and regulations.

(A)(13). NSFA actively encourages all applicants to plan for a feeder pattern, filtering their students from elementary to high school. For those schools designed solely as elementary or middle schools, NSFA actively encourages them to identify potential charter school partners and inform parents early on about the enrollment processes of those high schools. NSFA also favors in its CMO Recruitment Rubric those CMOs that operate schools through high school.

(E). Each initial charter school application in Alabama law requires that all charter school describe a plan for transportation and all charter schools have equal access to state transportation funding. As such, NSFA will require that all subgrantees provide transportation for students who need it and submit plans for such transportation accordingly in their subgrant application.

(F). Ala. Code § 16-6F-9 states that “public charter school governing boards shall be subject to and comply with the Alabama Open Meetings Act and public records laws. Moreover, authorizers are required to comply with the Alabama Open Meetings Act and public records laws as well.

(G). NSFA represents the state of Alabama, which is a vastly rural state. Though the organization’s target communities for growth are predominantly urban, one of the first charter schools in Alabama represents a very rural community. That school, University Charter School, is self-described as a rural charter school focusing on place-based education. University Charter School is also an active member of the tss Place Network and Rural Schools Collaborative. NSFA is already working with University Charter School to identify its unique best practices and share them widely. Additionally, ACCEL Day & Evening Learning Academy is a diverse dropout recovery model, and NSFA works closely with their leadership as well.

ACCEL is codifying a social emotional learning model to scale schoolwide and implement as part of the regular curriculum. Moreover, ACCEL uses PBIS, which reduces the overuse of disciplinary practices that remove students from the classroom; this is especially important for a context in which every student is already in need of credit recovery. NSFA will continue to help these models share best practices and will maintain a focus on recruiting diverse models moving forward. The pipeline of CMOs represent a broad range of models, from intentionally diverse student enrollment models (Citizens of the World) to models focused on civic engagement (Democracy Prep) to models focused on 21st Century readiness (RePublic).

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

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View Optional Other Attachment

ASSURANCES AND CERTIFICATIONS—GEPa

New Schools for Alabama will ensure equal access to and participation in its federally-assisted program for students, teachers, and other beneficiaries with special needs. However, based on local circumstances, at least one potential barrier exists, which may impede equal access or participation.

Alabama has a statewide Hispanic or Latino population of only 4.3%. Yet, despite the relatively low statewide percentage, individual cities in Alabama have Hispanic or Latino populations ranging as high as 40%. Moreover, the state currently boasts the second fastest growing Hispanic or Latino population in the country, and more than 23,000 students in Alabama are identified as English Language Learners. Consequently, one significant potential barrier to equal access is national origin.

As the Alabama charter school sector is still developing, many parents are unaware of what charter schools are, why they are beneficial, and how to enroll in a charter. This lack of information alone poses a significant challenge to equal access, but the threat of inequity is exacerbated for those with limited English proficiency. To solve the problem, New Schools for Alabama is installing multilingual translation tools on its website to accommodate those needing text in another language. Additionally, all informational materials distributed publicly will be available in both English and Spanish.

EXPERIENCE

NEW SCHOOLS FOR ALABAMA
Founding Executive Director

BIRMINGHAM, AL
August 2018 - Current

- Builds infrastructure to launch the state’s first-ever full-service charter support organization and harbormaster by leveraging and amending a pre-existing 501(c)3 to serve purposes of new organization, establishing payroll systems and accounting systems, establishing organizational policies and bylaws with board members, setting the mission, vision, and strategies for the organization, and creating brand identity through logo development and website construction.
- Actively engages prospective funders in the organization by selectively recruiting board members, capitalizing on the professional networks of existing board members, forging new relationships with prospective stakeholders, and maintaining relationships with existing stakeholders; such engagement activities include building and implementing organizational fundraising campaign, strategically interfacing with stakeholders, proactively seeking grant opportunities, and creating and sharing organizational fundraising materials.
- Develops and implements organizational strategy, which includes four (4) pillars: (1) new school development via recruitment of existing high-quality charter management organizations and incubation of aspiring homegrown charter operators; (2) community engagement via the broad dissemination of accurate information on school quality and sharing of information on charter schools; (3) policy advancement via legislative and regulatory advocacy; and (4) technical support for charter schools.

KNOWLEDGEWORKS FOUNDATION
Director, State Policy

CINCINNATI, OH
June 2017 - Current

- Provided leadership and support to state policymakers and policy influencers throughout the country to advance education laws and policies that support personalized learning and 21st century readiness
- Led the design and implementation of the state policy agenda for KnowledgeWorks in collaboration with internal team members
- Strategically built and maintained relationships with key state education leaders and partners through meetings and convenings
- Provided national thought leadership by participating in forums and discussions at state-level and national events and by producing external publications on key policy issues

ARKANSAS PUBLIC SCHOOL RESOURCE CENTER
Director, Charter School Development

LITTLE ROCK, AR
July 2014 – June 2017

- Served as chief strategist for expansion and incubation of high-quality charter operators statewide, overseeing a \$2 million budget for all related initiatives in the Charter Development Office
- Developed and implemented recruitment strategy to attract high-quality charter management organizations to expand into Arkansas, negotiating terms of expansion and offering technical assistance
- Provided technical assistance to charter schools on navigating state policies and procedures, delivering ongoing feedback on application materials and more to ensure the success of each charter
- Provided prospective charter schools with assistance regarding the identification, acquisition, development, and financing of adequate charter school facilities
- Designed and administered the Charter Leadership Institute, a two-year fellowship intended to produce a steady pipeline of aspiring school leaders in position to assume leadership of new charter schools

MISSOURI DEPARTMENT OF EDUCATION
Director, Office of Educator Quality

JEFFERSON CITY, MO
July 2013 – July 2014

- Led team, including four department staff members and multiple external stakeholder groups, to redesign all Missouri administrative rules and policy requirements regarding teacher certification and licensure
- Led design and implementation team in the development of Missouri's Statewide Educator Evaluation System and delivered trainings to regional evaluation trainers as well as multiple district administrations, including all of Kansas City SD on best practices in educator evaluation
- Drove policy analysis for Office of Educator Quality on Missouri's Legislative Affairs Team

TEACH FOR AMERICA
English Teacher, Wooddale High School

MEMPHIS, TN
June 2008 – June 2010

FELLOWSHIPS & INTERNSHIPS

KIPP LEADERSHIP DESIGN FELLOWSHIP
Fellow, 2015 Cohort

HOUSTON, TX
December 2015 – June 2015

EDUCATION PIONEERS
Campus Recruiter & Legal Fellow, Illinois State Board of Education

CHICAGO, IL
June 2011 – January 2013

MISSOURI DEPARTMENT OF EDUCATION
Legal Intern, Commissioner Chris L. Nicastro

JEFFERSON CITY, MO
January 2012 – May 2012

11TH CIRCUIT OF ALABAMA
Law Clerk, Judge Michael G. Graffeo

BIRMINGHAM, AL
May 2011 – July 2011

EDUCATION

UNIVERSITY OF MISSOURI SCHOOL OF LAW
J.D.

COLUMBIA, MO
May 2013

UNIVERSITY OF MISSOURI
B.A. English, Magna Cum Laude

ST. LOUIS, MO
May 2007

PUBLICATIONS

THE 74

WINTER, 2018

- *5 Ways Personalized Learning Can Help Secure the Future of Rural America.* Op-Ed in *The 74* calling for urgent reform to rural education as a means to prepare students for 21st century employment and preserve cherished rural communities

KNOWLEGEWORKS FOUNDATION

WINTER, 2018

- *Personalized Learning and the Every Student Succeeds Act: Mapping Trends for Personalized Learning in State ESSA Plans.*
- *ESSA and Personalized Learning: State-by-State.*

BRIGHAM YOUNG UNIVERSITY EDUCATION AND LAW JOURNAL

WINTER, 2013

- *Pulling Back the Curtains: Undetected Child Abuse and the Need for Increased Regulation of Home Schools in Missouri.*

Chris Reynolds
Nashville, TN

PARTNER

POPLAR ADVISORS, Nashville, TN

2017 - Present

Poplar Advisors is a consulting firm providing management consulting services to the education sector and small and medium sized companies experiencing startup, growth, or turnaround challenges. Engagements are typically medium to longer term and include strategy development, financial analysis, organizational development, real estate projects, executive support, and interim C level roles.

CEO, COO

LEAD PUBLIC SCHOOLS, Nashville, TN

2010 - 2017

LEAD Public Schools is Nashville's largest charter management organization and operates six schools serving over 2400 students in grades 5 – 12. LEAD operates both open-enrollment charter schools and turnaround schools in partnership with the local district (MNPS) and the state (Achievement School District).

EXECUTIVE DIRECTOR, POWER HOUSE HIGH SCHOOL

CFO, HENRY FORD LEARNING INSTITUTE

Dearborn, Michigan; Chicago, Illinois

2004 - 2010

HFLI is a nonprofit Charter Network and Curriculum Design Firm based on the acclaimed Henry Ford Academy – a charter high school founded in 1997 and launched in partnership by a major cultural institution (The Henry Ford Museum), local school district (Wayne County), and a global corporation (Ford Motor Co.). HFLI's work founded schools in Detroit, Chicago, Dearborn, and San Antonio now serving more than 2500 students.

MANAGING DIRECTOR, DOMESTIC CORPS

UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan

2002 - 2004

The Domestic Corps was a highly competitive fellowship program that existed for 20+ years that placed MBA, Law, and Public Policy graduate students in full-time management assistance roles at non-profit organizations serving economically distressed, culturally diverse communities.

CFO

ZINGERMAN'S, Ann Arbor, Michigan

1996 - 2002

Zingerman's is widely regarded as the nation's premier specialty food organization and now has over \$50,000,000 in annual revenues, nine companies, and 500+full time employees.

TEACHER

TEACH FOR AMERICA, Leesville, Louisiana

1992 - 1994

TFA recruits and places the nation's top college graduates for a two-year commitment to teach in under-resourced urban and rural areas of the U.S.

ACCOUNTANT AND CPA

BDO, Atlanta, Georgia

1990 - 1992

BDO is a national professional services and accounting firm with more than 35 U.S. offices and over 300 affiliates worldwide.

UNIVERSITY OF MICHIGAN, Ann Arbor, Michigan

MBA, 1996

UNIVERSITY OF TENNESSEE, Knoxville, Tennessee

B.S., Accounting, 1989

NEONTA WILLIAMS



HIGHLIGHTS OF SKILLS AND ATTRIBUTES

- Proven ability to communicate clearly and concisely
- Skilled in didactic educational courses
- Establish productive relationships with people of all socio-economic levels
- Possess sound judgment and excellent decision-making skills
- U.S. Army Veteran

EMPLOYMENT HISTORY

Black Alabamians for Education (BA4E), Alabama July 2017 – present **Founder/Executive Director**

- Equip, inform and empower Black families with information on high-quality k-12 educational options
- Facilitate didactic Parent Empowerment Sessions within communities at-large
- Serve at Round-table regarding policy, implementation and access to parent choice initiatives
- Coordinate/facilitate Parent Advocacy Leadership trainings
- Fundraising responsibilities and management of annual budget
- Supervisor, train and empower staff including volunteers

Black Alliance for Educational Options (BAEO), State of Alabama & Nashville, Tennessee/ **June 2014 – July 2017**

Family and Community Organizer

- Organize low-income working-class Black families to engage in Education Reform
- Coordinate and facilitate Parent Advocacy Leader trainings
- Engage elected officials around policy that will strengthen and increase high quality educational options
- Inform, empower and inspire parental choice options thru parent advocacy work
- Facilitate Community interest and engagement forums around Parent Choice

United Way of Central Alabama, Birmingham, Alabama/July 2011 – November 2013

Assets for Independence Specialist

- Assist in programmatic Capacity Building
- Identify, recruit and enroll individuals into Individual Development Account program
- Connect low to moderate income individuals to financial literacy providers

- Coordinate and facilitate workshops on the Individual Development Account program
- Assist clients in successfully acquiring assets to include home, education and/or business
- Provide technical assistance to partnering agencies with IDA enrollees

Alabama Department of Corrections, Birmingham, Alabama/ October 2008-April 2011

Drug Treatment Counselor

- Assess inmate’s appropriateness for treatment
- Conduct individual/group counseling sessions
- Monitor inmates’ behaviors and issue citations for non-compliance
- Evaluation of inmates’ progress/non-progress in Treatment
- Communicate with Classification staff to determine employability status
- Facilitate group sessions on problem solving, anger management, and re-entry issues

AIDS Alabama, Birmingham, Alabama / September 2004- February 2007

Community Outreach Educator

- Identify populations at risk within Area V (Jefferson, Walker, St. Clair, Shelby and Blount counties); link to necessary resources
- Develop, implement, and evaluate HIV/AIDS, STD Prevention programs in State and Federal Correctional Facilities including male and female as well as Homeless shelters.
- Represented organization with media and marketing relations
- Provide Confidential HIV Testing with professional pre and post test counseling.
- Facilitate effective monthly, quarterly and annual training to Medical professionals, Social service providers, School personnel and Religious entities on prevention of blood borne pathogens.
- Organize Meetings, Conferences, Workshops, Health Fairs, Fundraisers and Special events.
- Partner with staff in Grant writing; Manage budget operations of Grants recommendations of compliance specific to mandates

EDUCATION

Miles College	Bachelor of Social Work Degree	May 2000
U of A at Birmingham	Masters of Public Administration	May 2013

References Available Upon Request

Logan Searcy

500 Dallas Avenue
Selma, Alabama 36701

EXPERIENCE

Alabama Department of Education 06/2013 – present

Montgomery, AL

Education Administrator, Charter Schools and Flexibility 10/15 – present

- Leads and oversees the Public Charter School guidance, implementation, and review of authorizers and public charter schools,
- Supports and serves as the liaison for the Alabama Public Charter School Commission,
- Attend all Commission meetings,
- Works in collaboration with LEAs to become public charter school authorizers and to develop plans for conversion charter schools,
- Serves as technical assistance for public charter schools,
- Oversees authorizers for compliance of obligations by law,
- Conducts professional training for the department, systems, schools, and community stakeholders,
- Serves as a point of contact for applicant groups interested in opening a charter school in Alabama,
- Supports applicants in navigating the application process by fielding questions from them and working with the Alabama State Department of Education (ALSDE) and the Commission to provide responses,
- Participates in meetings (at the Commission's direction) with applicants to troubleshoot applicant issues or implementation challenges (e.g., providing applicants with the amount of per-pupil funding they can expect if they are approved),
- Supports the Commission by providing feedback from applicants on the process and mechanics of applying to open a charter school.
- Conducts due diligence on behalf of the Commission to determine applicant eligibility,
- Assists in coordinating Commission contractors to provide high-quality authorizer support,
- Works with internal and external legal resources,
- Completes reports and serves as a point of contact for the Alabama Teacher Mentoring Program and the Alabama Public Charter School Commission for the Alabama State Legislature,
- Utilizes software programs in order to increase efficiency in correspondence and communication for both the Alabama State Department of Education and the Alabama Public Charter School Commission.

Education Specialist, Research and Development 06/13 – 9/15

- Served as project manager for AdvancED ASSIST and coordinated statewide rollout and implementation of school improvement, plan development and system and school level accreditation,
- Led the development and implementation of Alabama's Plan to Ensure Equitable Access to Excellent Educators,
- Collected, analyzed and interpreted data
- Communicated the vision of Plan 2020 to all stakeholders,
- Worked with local districts to develop measurable goals,
- Provided ongoing communication and technical assistance to all sections of the Alabama State Department of Education,
- Researched and Analyzed Focus and Priority Schools' goals in continuous improvement plans for the Department,
- Researched and reported results of compliance monitoring findings to various sections of the ALSDE,

R.B. Hudson Middle School 6/2010- 5/2013
School Principal

Selma, AL

Cedar Park Elementary 6/2006-5/2010
School Principal

Selma, AL

Southside High School 6/2005-5/2006
School Assistant Principal

Selma, AL

- Collected, analyzed and interpreted data for school improvement
- Selected to serve as a writer and creator for School System's Criterion Reference Testing
- Selected to serve as an administrator for Mobile County, Dallas County, and Selma City
- Provided presentations and monitored implementation of Writing Strategies
- Worked Closely with a state department facilitator for a Title I School-wide Plan
- Assessed, monitored and maintained records for the Building Based Student Support Team, RTI, 504, and ELL
- Supervised Implementation of School-wide Title I
- Supervised the administration of DIBELS, SAT 10 Testing, ARMT Plus, NAEP, and AHSGE
- Supervised the Accreditation Process with Advanc-Ed ASSIST
- Provided Leadership in high school, middle school, and elementary settings
- Conducted a Needs Assessment in order to develop professional development plans
- Planned and conducted a mock disaster in an elementary and middle school setting and uploaded records, safety procedures and maps
- Supervised the implementation of the Alabama Math, Science, Technology Initiative
- Chaired committees to develop Continuous Improvement Plans, Parental Involvement Plans, Professional Development Plans, and Safety Plans at high school, middle school and elementary school
- Supervised the implementation for selected textbook series
- Chaired the Leadership Committee for School System's Strategic Plan
- Provided effective leadership in planning, developing, implementing, and evaluating the instructional program
- Assumed responsibility for meeting federal, state, and local mandates
- Demonstrates knowledge of school accounting
- Demonstrates proficiency in written and oral communication
- Demonstrated knowledge in technology
- Trained teachers in Alabama Reading Initiative Teaching Strategies
- Worked with all satkeholders to ensure a quality educational program
- Evaluated job performances of teachers
- Managed school finances
- Provided leadership for an environment of high expectations

Mobile County School System 8/2001-5/05
Theodore High School English Teacher

Mobile, AL

UMS-Wright Preparatory School 8/1992-7/2001
English Teacher

Mobile, AL

Westside Middle School 8/1988-5/1992
English Teacher

Selma, AL

EDUCATION

Alabama State University
Education Administration Certification 2002

Montgomery, AL

The University of Tennessee
Masters of Science, English Education, 1989

Knoxville, TN

Auburn University
Bachelor of Arts, Public Relations, 1984

Auburn, AL

Education Specialist**Montgomery County Board of Education****2010 - 2012**

- ◆ Observe teachers' classrooms and provided feedback on the implementation of instructional strategies
- ◆ Provide resources for new and old teachers to enhance instruction
- ◆ Provide Principal and teachers with Letters of Concerns when needed
- ◆ Prepare longitudinal data reports for the SIG schools
- ◆ Conduct data meetings for the SIG middle schools to help make data driven decisions
- ◆ Attend monthly SAMS meetings with members of the State Department to help schools develop CIP's
- ◆ Served on the Leadership Teams at the SIG middle schools
- ◆ Helped develop and ensure implementation of the CIP strategies
- ◆ Conduct and participate in schools' walk-through
- ◆ Develop Agendas, Sign In Sheets, and walk through forms
- ◆ Identify students that are not on track to pass the ARMT or core subject areas
- ◆ Provide resources to help students obtain passing requirements
- ◆ Attend professional development on curriculum and strategic teaching
- ◆ Provide tutoring when necessary on math standards
- ◆ Attend In-services and Professional Development workshops designed to enhance instruction
- ◆ Analyze ARMT results to project school's AYP status
- ◆ Help with the development of school's Continuous Improvement Plan
- ◆ Assist in creating Master Schedule for teachers
- ◆ Assist in creating schedules for students for the upcoming school year
- ◆ PEPE certified for teachers, administration and Central Office staff
- ◆ EducateAlabama trained and PLU received
- ◆ Completed School Improvement Grant for MPS high schools identified as Tier III

Education Specialist/Graduation Coach**Lowndes Board of Education****2008 - 2010**

- ◆ Observed teacher's classrooms and provided feedback on the implementation of instructional strategies
- ◆ Provided resources for new and old teachers to enhance instruction
- ◆ Provided Principal and teachers with Letters of Concerns when needed
- ◆ Provided Professional Development on NCLB guidelines
- ◆ Collaborated and developed suggested reading lists for the high schools in the district
- ◆ Collaborated and developed field trip resources for the school district
- ◆ Performed PEPE evaluations on teachers
- ◆ Prepared longitudinal data reports for the Superintendent
- ◆ Conducted data meetings for the high schools to help make data driven decisions
- ◆ Attended monthly SAMS meetings with members of the State Department to help schools develop and implement CIP's
- ◆ Served on the Leadership Teams at the High Schools
- ◆ Conducted and participated in schools' walk-through
- ◆ Developed Agendas, Sign In Sheets, and walk through forms
- ◆ Identify students that are not on track to graduate
- ◆ Provide resources to help students obtain graduation requirements
- ◆ Attend professional development on graduation and dropout rate
- ◆ Provide tutoring when necessary on math objectives from the AHSGE
- ◆ Supervise after school tutorial program
- ◆ Create schedules for students receiving tutoring in Reading during school hours
- ◆ Attend In-services and Professional Development workshops designed to enhance instruction
- ◆ Analyze AHSGE results to project school's AYP status
- ◆ Help with the development of school's Continuous Improvement Plan
- ◆ Serve on Transition Team for HSTW Initiative receiving year round Professional Development sessions
- ◆ Assist in creating Master Schedule for teachers and students.
- ◆ Collaborated and Developed Credit Recovery Plan for District
- ◆ PEPE certified for teachers, administration and Central Office staff
- ◆ EducateAlabama trained and PLU received

Online Math Teacher **University of Phoenix** **2009 - 2011**

- ◆ Facilitate instruction in Algebra I to college students online
- ◆ Meet all teaching requirements put forth by the University
- ◆ Answer or explain any objectives that students are not understanding
- ◆ Maintain open lines of communication and office hours for students
- ◆ Grade assignments and provide students with timely feedback
- ◆ Post grades to both students and the University in a timely manner

Math Teacher **Carver High School** **2000 - 2008**

- ◆ Provided instruction in Geometry and Algebra I to students grades 9-12
- ◆ Taught math objectives tested on the AHSGE
- ◆ Provided weekly lesson plans to Administration for class instruction
- ◆ Handled classroom discipline and parental concerns
- ◆ Attended In-services and Professional Development workshops designed to enhance instruction
- ◆ Coached girls' softball and volleyball teams
- ◆ Served on Building Leadership Team 2007-2008
- ◆ SACS accreditation team 2007-2008

Adjunct Math Instructor **Alabama State University** **Fall 2002**

- ◆ Provided mathematics remediation to college students
- ◆ Evaluated homework, class work, and tests to assess students improvement
- ◆ Determined if students were ready to move on to College Algebra

Math Teacher **Robert E. Lee High School** **1999-2000**

- ◆ Taught Geometry to students grades 10-12
- ◆ Prepared students to successfully complete the Exit Exam
- ◆ Volunteered as assistant girls' softball coach
- ◆ Attended In-services and Professional Development workshops designed to enhance instruction
- ◆ Provided weekly lesson plans to Administration for class instruction
- ◆ Handled classroom discipline and parental concerns

Math Teacher **Southside High School** **1998-1999**

- ◆ Taught Algebra I to students grades 9-11
- ◆ Prepared students to successfully complete the SAT-9
- ◆ Attended Professional Development workshops designed to enhance instruction
- ◆ Provided weekly lesson plans to Administration for class instruction
- ◆ Handled classroom discipline and parental concerns

REFERENCES Available Upon Request

LISA M. DIAZ

3250 Saint Andrews Drive
Mt. Pleasant, MI 48858



EDUCATION

Master of Arts, Education Administration
Central Michigan University, 2001

Bachelor of Science, Political Science
Central Michigan University, 1997

EXPERIENCE

Co-founder

2013 - present

Insignia Partners
Mt. Pleasant, MI

- Conduct strategic and operational planning processes for numerous school, nonprofit, and small business clients. Process includes: facilitated sessions, focus groups, stakeholder interviews, executive coaching, organizational design, and multi year budgeting.
- Provide operational management support for organizations which includes setting up internal and external processes and controls. This work includes supporting organizations in grant management and execution.
- Provide assessment, coaching and support to fine tune leadership skills for all levels of educational leaders. The end goal is to work with leaders to advance communication, team performance, strategic thinking and effectiveness in both giving and receiving feedback.
- Support school teams in identifying core values and cultural norms in addition to working with teams to better define their intention culture and how to ensure it is lived out each day.
- Conduct research and evaluation for both new and existing programs. Process includes: documented research, evaluation of current program and similar programs nationwide, analysis of strengths and weaknesses of the existing or proposed program, and recommendations to clients and boards on a path forward.
- Design financial sustainability models for nonprofit organizations with a focus on creating both earned and contributed revenue streams.
- Design and execute adult learning sessions on specific topics relevant to school and nonprofit management.

Chief Operating Officer

2001 - 2012

Michigan Association of Public School Academies
Lansing, MI

- Provided programmatic leadership for \$25 million Federal Teacher Incentive Fund grant program selected as part of a national research study; the scope of programming for this project included the development of an individualized approach to technical assistance across 26 different campuses in Southeast Michigan, creating dynamic systems for tracking and monitoring data to inform a feedback loop.
- Created and implemented new school development training programs to support expansion and quality charter schools. Guided team to deliver renowned programs.
- Constant investigation into environmental and financial opportunities and

presented assumptions to Board of Directors. Developed Board approved core objectives and strategic plan. Ensured five year rolling business plan was engaged and oversaw employee deliverables.

- Ensured financial sustainability through direct fundraising, research and grant procurement, and market solicitation. The annual budget grew from \$200K to more than \$6M and secured over \$27M in grants and private donations.
- Increased management's effectiveness by recruiting, selecting, orienting, training, coaching, counseling, and providing professional development and corrective action with management team and staff.
- Developed board and staff succession plan, fostered strategic implementation as necessary.
- Responsible for building company image through strong collaboration with members, school leaders, government, community organizations, and employees; enforcing school success, innovation, and best practices.
- Managed MAPSA's Annual Conference to grow from a cost neutral entity to a gross revenue generator; transitioned from 200 school leaders to include more than 2,500 charter school teachers and leaders.
- Cultivated and expanded efforts to focus on "Quality" of Charter Schools. Included development of quality standards, expansion of professional development training for schools, and development and implementation of performance management tools.
- Developed grassroots foundation for MASPAs, list grew to over 27,000 engaged parents, teachers, board members, and school administrators ready to support the movement.
- Cultivated and built strong liaisons to educate key legislators and other policy makers on the importance and mission for Charter Schools in Michigan.

Development Officer

2000 - 2001

Michigan State University

East Lansing, MI

- Solicited gifts of \$10,000 or more for the College of Natural Science.
- Organized and facilitated the campus campaign for all faculty, staff and students of the college.
- Implemented a \$1.8 million campaign for lab renovations in the Lyman Briggs School of Science. Including the case statement, number of donors needed to meet goal, plan for corporate and foundation support and recognition levels.
- Executed a \$100,000 College of Natural Science Alumni Association campaign for the new Biomedical and Physical Science Building.
- Participated in the planning and coordination of the 2002 Capital Campaign.
- Advised departments on alumni and donor cultivation activities.
- Identified and cultivated donor prospects for the college.

Associate Director of Alumni Relations

1999 – 2000

Interim Director of Alumni Relations

1998 – 1999

Assistant Director of Alumni Relations

1997 – 1998

Central Michigan University

Mt. Pleasant, MI

MARISOL L. RODRIGUEZ

3084 Edison Court
Boulder, CO 80301

EDUCATION

Master of Arts, Public Administration, concentration in Nonprofit Management
American University, 2007

Bachelor of Science, Political Science and C.L.E.G. (Communication, Legal Institutions, Economics and Government)
American University, 2003

EXPERIENCE

Co-founder

2013 - present

Insignia Partners
Boulder, CO

- Conduct strategic and operational planning processes for numerous nonprofit and small business clients. Process includes: facilitated sessions, focus groups, stakeholder interviews, executive coaching, organizational design, and multi year budgeting.
- Conduct research and evaluation for both new and existing programs. Process includes: documented research, evaluation of current program and similar programs nationwide, analysis of strengths and weaknesses of the existing or proposed program, and recommendations to clients and boards on a path forward.
- Design financial sustainability models for nonprofit organizations with a focus on creating both earned and contributed revenue streams.
- Design and execute adult learning sessions on specific topics relevant to nonprofit management.

Program Officer

2008 - 2012

Walton Family Foundation
Boulder, CO

- Managed charter school startup grant process in 13 states, including reviewing and evaluating charter school applications for potential success or failure, conducting school level interviews with founding teams, and making funding decisions.
- Managed relationships with grantees and potential grantees nationwide.
- Ensured alignment of grants with the Foundation's mission and strategies.
- Performed due diligence on proposals, shepherded proposals through the Foundation's approval process, and monitored grantee progress toward objectives.
- Reviewed state level organization strategic plans', including staffing and multi-year budgeting, and made recommendations for improvement.
- Participated in the development, monitoring and analysis of Foundation's Systemic K-12 Education Reform strategy.
- Completed research, analysis and recommendations on potential investment sites.
- Managed team calls and other task forces.

Organizational Strategy Manager

2007 - 2008

National Alliance for Public Charter Schools
Washington, DC

- Created an organizational strategy sector within NAPCS that focuses on building the capacity of state organizations and helps diversify the Alliance's revenue possibilities and increases the portfolio of service offerings the Alliance offers.
- Conducted strategic and business/operations planning in numerous states encompassing a sector analysis, interviews and focus groups, stakeholder needs survey, budget, staffing model and a written strategic plan that includes objectives, goals and strategies.
- Planned and executed Master Classes, adult learning classes focused on topics specific to the needs of NAPCS stakeholders.
- Assisted and led executive director searches.
- Managed numerous grants including grant reporting, contract creation, and relationship and financial management.
- Managed numerous consultant contracts (creation, execution, cancellation, and reporting).

Member of the Professional Staff

2004 - 2007

SRA International, Inc., Touchstone Consulting Group
Washington, DC

- Provided on-site consultation and recommendations to top level federal employees
- Supported the development of department wide strategic plans for numerous federal agencies.
- Member of a core team that designed and facilitated strategic visioning sessions for the Federal CIO Council.
- Facilitated break out group of 30+ Chief Information Officers to discuss cross-Agency program operations, management considerations and communication
- Facilitated tables of 10+ individuals for the nonprofit AmericaSpeaks regarding city planning in both Washington, D.C. and New Orleans.
- Designed and conducted strategic planning sessions with the Capital Area Food Bank's Board of Directors
- Facilitated large group of 200+ SRA senior level executives in a company and individual growth session.
- Assisted in the establishment of a Organizational Design Service Offering to educate individuals internally about the concepts and uses of OD.
- Provided expertise and thought leadership in the development of a nonprofit consulting sector within Touchstone Consulting Group.
- Led internal team in developing a company-wide recycling policy.
- Led internal team in executing three all company meetings, including strategic planning, strategic implementation and large and small group facilitation.

Collegiate Development Consultant

2003 - 2004

Delta Gamma Fraternity
Columbus, OH

One of eleven traveling representatives for a national organization responsible for providing on-site consultation to over 25 collegiate and alumnae chapters on university campuses across North America and Canada, including the following daily tasks:

- Conducting leadership development and interpersonal training through workshops, presentations, and public speaking.
- Conducting personal interviews with chapter leadership to analyze efficient organizational functioning.
- Interacting with university administrators (including Student Services, Greek Affairs, Academic Affairs, etc.) acting as a liaison among students, alumnae, and university officials to resolve issues, conduct evaluations, encourage creative programming, etc.
- Providing assessment and evaluation of chapter progress to international management.
- Creating viable solutions for recruitment, public relations, marketing, communication, programming, and overall efficiency for students, alumnae, and university administration.

ANGI BELAND

2606 Elderberry Dr ◊ Okemos, MI 48864 ◊ [REDACTED] ◊ [REDACTED]

SUMMARY OF QUALIFICATIONS

Highly motivated and results-oriented professional with exceptional interpersonal and communication skills. Experienced in leading and motivating people. Strong background in strategic planning and fiscal management. Strong analytical and planning skills, combined with the ability to coordinate the efforts of many to meet organizational goals.

PROFESSIONAL EXPERIENCE AND ACCOMPLISHMENTS

LEADERSHIP

Insignia Partners

- Work collaboratively with a variety of clients to facilitate teams in the development of implementation strategies leading to the achievement of their vision

Michigan Association of Public School Academies (MAPSA)

- Work collaboratively with the Michigan Office of Professional Preparation Services and other stakeholders to create strategies to improve the recruitment and retention of educators in Michigan, including strategies on Title IIA investment; consult member schools across the state on compliance strategies for using Title I and Title IIA funding to support student needs, including equitable access to talent
- Provided financial and programmatic leadership for \$25 million Federal Teacher Incentive Fund grant program; the scope of financial management for this project included sub-recipient monitoring of 20 grantees operating 26 different campuses across Southeast Michigan, oversight on the distribution of nearly \$1.5 million of stipends to more than 1,000 teachers and leaders each year, navigation of actively changing EDGAR and ARRA compliance standards over the course of the grant project and coordination and management of 20-30 grant specific contracts annually
- Consult virtually with charter school organizations across the nation on the establishment of systems and processes in preparation to receive federal funding and best practice in building sustainable models for their operations
- Led the development of a 5-year strategic plan to lead the organization into 2020; the planning engaged board members and team members at various points within the development to ensure clarity and intentionality in establishing strategic objectives and balancing the need for sustainability

Auto Owners Insurance Company

- Created and presented training workshops to empower marketing representatives to better understand the process of risk assessment and best practice in writing policy applications.
- Piloted an online system intended to streamline the underwriting process; activity included providing feedback to the development team on efficiencies to be integrated to significantly reduce the time to policy issuance

Muscular Dystrophy Association

- Succeeded in raising nearly \$1 million per year through fundraising events by identifying strengths and weaknesses in core fundraising programs in order to maximize revenue potential
- Developed teambuilding and motivational activities for staff and volunteers in order to increase revenue generated through fundraising programs

Photo Marketing Association International

- Facilitated marketing success on over 100 accounts by incorporating various forms of communication and other services into client plans; serviced accounts spanning across the country from California to New York
- Participated in the restructuring of the budget and publication strategy in response to the impact of September 11th on consumer travel and vacationing and the emergence of digital media on the photo industry

Enterprise Rent-A-Car

- Identified weaknesses in fulfilling customer satisfaction goals and developed an improvement strategy resulting in an increase of the branch's customer service rating from a 6-month average of 65% to 78%
- Implemented an employee training and development program to improve employee retention; program resulted in a 6-month retention of 100% as well as the promotion of two assistant managers and a manager trainee in one year

FINANCE & OPERATIONS

Insignia Partners

- Consult on strategies for building sustainable programming and diversifying revenue; Support organizations in setting up systems for strong budget management and resource allocation strategies

Michigan Association of Public School Academies (MAPSA)

- Direct and manage a zero-based accounting approach focused on whole team empowerment, shared responsibility and intentional strategic alignment, oversee budget management and develop reporting for multiple initiatives across two entities in a c(3) and c(4) structure and manage executive board relations for both entities

- Forecast opportunities for improved budget performance and proactively manage against constraints; have met or exceeded budget forecasts for the past 10 years
- Develop budgets reflective of funder priority and aligned with existing strategic initiatives and financial goals
- Monitor the implementation of financial policies to adhere to audit standards, including A-133 additional requirements; successful in achieving a low risk auditee status for multiple years
- Manage all human resource activity including payroll, benefits and analysis of cost benefit in determining the organization's approach to offering creative compensation packages within budget constraints

Auto Owners Insurance Company

- Analyzed life and disability applications to assess risk and determine issuance of a policy at a rate tier providing adequate premium to maintain established goals in loss ratio
- Calculated the insurability limits of individuals and businesses, along with insurable interest, to mitigate risk of insurance fraud and unlawful intent
- Consulted with agents in Michigan and Georgia on product selection and policy design based on the financial goals of each customer and available resources to be allocated towards premium

Muscular Dystrophy Association

- Used budget forecasting as a tool to map out the strategy to achieve annual financial goals; managed each event against the forecast to proactively adapt activity based on actual performance
- Managed the accounting process for the collection and allocation of donations for over 50 fundraising events and analyzed the return on investment for each event to identify areas of improvement and staff efficiency

Photo Marketing Association International

- Managed advertising budget for trade and convention publication; maximized travel budget to build relationships with the greatest opportunity lifetime value accounts
- Created an annual marketing plan including the analysis of competitive pricing compared to audited circulation and estimation of projected market spending and total share to be captured to inform annual budget

Enterprise Rent-A-Car

- Succeeded in turning a struggling branch into a profit leader, increasing net profit by more than \$250K per year by promoting teamwork and motivating associates to exceed sales goals
- Managed the budgets for two branches operating a combined fleet of 200 cars; analyzed fleet usage data and loss ratios to inform pricing strategies to meet optimization ratios

PROFESSIONAL WORK HISTORY

Insignia Partners	2017-present
<i>Project Consultant</i>	
Michigan Association of Public School Academies (MAPSA)	2007-2017
<i>VP of Operations & Strategy</i>	
Auto Owners Insurance Company	2004-2007
<i>Life/Disability Underwriter</i>	
Muscular Dystrophy Association	2002-2004
<i>Program Coordinator</i>	
Photo Marketing Association International	2001-2002
<i>Advertising Sales Executive</i>	
Enterprise Rent-A-Car	1998-2001
<i>Branch Manager</i>	

EDUCATION

Master of Business Administration	2005
<i>DeVos Graduate School at Northwood University</i>	
<i>Focus: Corporate Strategy</i>	
Bachelor of Business Administration, Magna Cum Laude	1998
<i>Northwood University</i>	
<i>Major: Marketing/Management</i>	
<i>Minor: Language Arts, Social Science</i>	

REFERENCES UPON REQUEST

STATE OF ALABAMA
DEPARTMENT OF EDUCATION

Eric G. Mackey, Ed.D.
State Superintendent of Education

January 25, 2019

Alabama
State Board
of Education

Governor Kay Ivey
President

The Honorable Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Jackie Zeigler
District I

Tracie West
District II

Dear Secretary DeVos:

Stephanie Bell
District III

In previous years, the Alabama State Department of Education has applied for the Charter School Program for the State Entities Grant. While we are not applying this year, our agency continues to provide support to Alabama's Charter School Commission. This grant funding would provide a critical piece of support needed for eligible applicants for activities related to opening and preparing for the operation of new charter schools and to replicate and expand high quality charter schools, and we hope Alabama is given favorable consideration in this competitive process.

Yvette M. Richardson, Ed.D.
District IV

Ella B. Bell
District V

Should new schools for Alabama's application be awarded funding, we would look forward to working closely with them to support students in Alabama. It would provide critical resources to support high quality applicants in the state, and it would ensure that ample support is available to those who have demonstrated success in improving outcomes for our most underserved students.

Cynthia McCarty, Ph.D.
District VI
Vice President

Jeff Newman
District VII
President Pro Tem

Respectfully

Wayne Reynolds, Ed.D.
District VIII

Eric G. Mackey, Ed.D.
Secretary and
Executive Officer

A L A B A M A

PUBLIC CHARTER SCHOOL COMMISSION

Mac Buttram
Chairman
Huntsville, AL

Tommy R. Ledbetter
Meridianville, AL

Melissa McInnis
Montgomery, AL

David Marshall
Auburn, AL

Chad Fincher
Mobile, AL

Charles Jackson
Montgomery, AL

Ibrahim Lee
Montgomery, AL

Henry Nelson
Birmingham, AL

Lisa Williams
Montgomery, AL

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Please accept this letter of support on behalf of New Schools for Alabama concerning its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. We believe that public charter schools must play a significant role in in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

This grant would provide critical resources to support high-quality charter school applicants in the state and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

Respectfully,



United States Senate

February 4, 2019

COMMITTEES:
BANKING, HOUSING, AND
URBAN AFFAIRS
HEALTH, EDUCATION, LABOR,
AND PENSIONS
HOMELAND SECURITY AND
GOVERNMENTAL AFFAIRS
AGING

The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-0001

Dear Secretary DeVos,

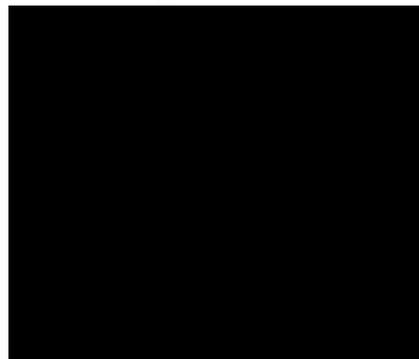
I am writing to express my support for the application submitted by New Schools for Alabama to the U.S. Department of Education for the Charter Schools Program for State Entities grant program.

This funding, if awarded, would provide critical resources to support charter school applicants in Alabama. Charter school growth in Alabama has been slow, in large part due to the lack of startup funding availability.

I am sure you know that Alabama urgently needs to improve public education outcomes statewide, especially in the most disadvantaged communities. High quality public charter schools will play a significant role in the effort to improve educational outcomes in our state. This funding has the potential to positively transform public education in Alabama.

I ask that you give this application your full consideration and I look forward to a favorable response. If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,



DJ/st



**ALABAMA STATE SENATE
ALABAMA STATE HOUSE
11 SOUTH UNION STREET, SUITE 722
MONTGOMERY, ALABAMA 36130-4600**

SENATOR DEL MARSH
PRESIDENT PRO TEM

STATE HOUSE OFFICE

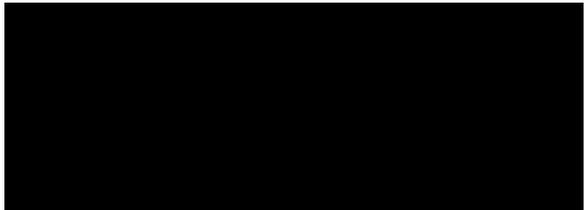

State Senator 12th District
P.O. Box 2365
Anniston, AL 36202


The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Please accept this letter of my support on behalf of New Schools for Alabama concerning their application for federal assistance via the Charter Schools Program for State Entities Grant Competition. I am a firm believer in an 'all the above' education toolkit for our state's children. That is why I was honored to sponsor and pass the Alabama School Choice and Student Opportunity Act in 2015 which set up one of the nation's strongest charter laws in Alabama.

This grant would provide critical resources, especially where it is most needed in our rural areas, to help support high-quality charter school applicants in the state and ensure startup funding. The lack of startup funding has been one of the major obstacles to innovative charter schools opening in Alabama. Because this grant could help pick up the pace of these critically needed new schools opening in Alabama, I offer my complete support for this application.





The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Avenue S.W.
Washington, DC 20202

Secretary DeVos:

It is with one of our greatest honors to write this letter of full support on behalf of New Schools for Alabama application for federal assistance via the Charter Schools Program for State Entities Grant Competition.

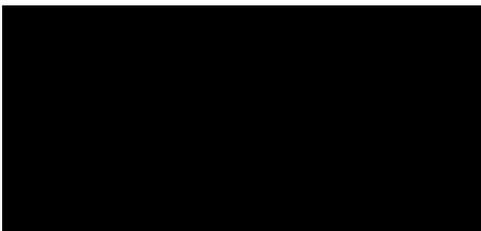
In the Birmingham News, it was recently reported in January 2019, that there at 76 schools in 26 districts on the “failing schools” list. What was most alarming about these stats are the students. Ninety-two (92%) are Black, only 461 White students and 1,661 Hispanic students. As a Parent Advocacy Organization with a mission to **“equip, inform and empower Black families with information on accessing a high- quality education”**, it is our sole interest that parents and students of Alabama be provided with the best educational options that can be made available.

The awarding of this grant will assistance in key areas to provide rigor and quality. This type of support would expand from quality Charter authorizing practices, to high-quality technical assistance, and to the growth of excellent schools across the state within the most disadvantaged communities and particularly, communities of color.

We pledge our full support to New Schools for Alabama as well as families across our state to bring about accountability and aide in the change that we need and deserve! Your awarding of these resources will help solidify and propel our state into a position to do.

We “Thank You” in advance for hearing our plea and strongly considering the awarding of New Schools for Alabama.

Respectfully,



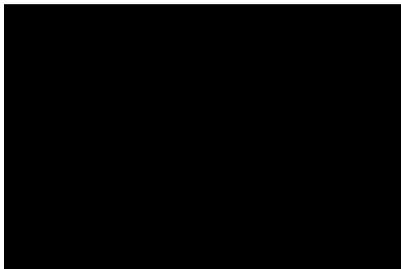
The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Please accept this letter of support on behalf of New Schools for Alabama concerning its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. We believe that public charter schools must play a significant role in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

We have seen through our work on a national level how this grant provides critical resources to support the development of high-quality charter schools. It is our belief in the absence of this grant, charter school growth in Alabama will continue to be very slow, in large part due to the lack of startup funding available. Over the years we have seen how these funds can rapidly increase the number of high-quality public charter schools available to students. Therefore, we offer our support for this application.

Respectfully,





City of **Montgomery**, Alabama

OFFICE OF THE MAYOR
Todd Strange, Mayor

Post Office Box 1111
Montgomery, Alabama
36101-1111



February 7, 2019

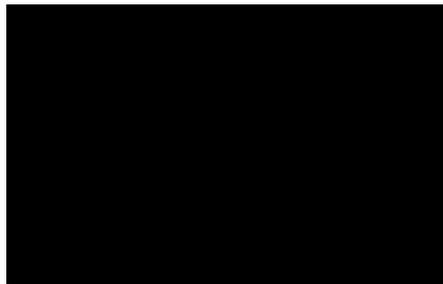
The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Please accept this letter of support on behalf of New Schools for Alabama concerning its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. We believe that public charter schools must play a significant role in an effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

This application reflects the diverse coalition that is working to support charter growth in this State. In Montgomery, that coalition has my and the business community's fullest support. We know that our students and families in our most disadvantaged communities will benefit and we also know that our community's economic future is strongly connected to improving outcomes for all students.

This grant would provide critical resources to support high-quality charter school applicants in the State and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, I offer my enthusiastic support for this application.





5950 Carmichael Place
Suite 101
Montgomery, AL 36117

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Vice Chairman
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Inge Hill
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Trey Sippial
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Galen Thackston
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Barbara Wells
Jayne Harrell Williams

Ann McKimmon Sikes
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Justin Hampton
Director
Innovation and Strategic
Initiatives

Ruva Chimedza
Coordinator
Community Programs Director

Whitney Coleman
Program Assistant

February 6, 2019

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

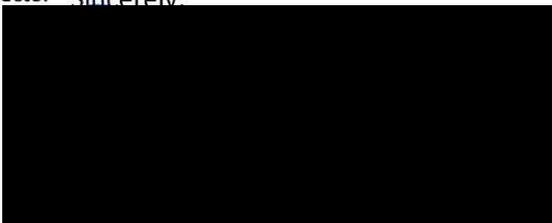
Dear Secretary DeVos:

It is my pleasure to offer my fullest support of New Schools for Alabama regarding their application for the Charter Schools Program for State Entities Grant Competition. In Montgomery, the need for more options to serve students and families is urgent. We have a tool in the strong Alabama Charter Law that will allow implementation of innovation in our education delivery system that can truly be transformative in serving students who have been historically disadvantaged. However, the opportunity for growth in this sector has been slow due to the lack of start up funds. In order to attract high quality charter school applicants we must have the ability to offer support and assistance to those willing to partner in our communities and those with successful models willing to expand.

This application includes a wide variety of partners who are actively working to initiate and expand charter opportunities. The Montgomery Education Foundation is proud to be a part of that work and has focused a significant amount of our assets and capacity in support of charter growth. We know firsthand the critical need for additional financial support to insure success and we also know the commitment of others in our community and around the state in this work. The importance of the leverage provided by start up funds cannot be ignored.

I urge the fullest consideration of this grant to give Alabama the ability to put the charter "tool" fully to work creating innovative solutions and choices for our students without further delay.

Sincerely,





February 8, 2019

Ms. Ellen Safranek
Director, Charter School Programs
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Ms. Sefranek:

Please accept this letter of support on behalf of New Schools for Alabama concerning its application for the U.S. Department of Education's Charter Schools Program Grants to State Entities competition (CFDA 84.282A). We believe that public charter schools must play a significant role in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

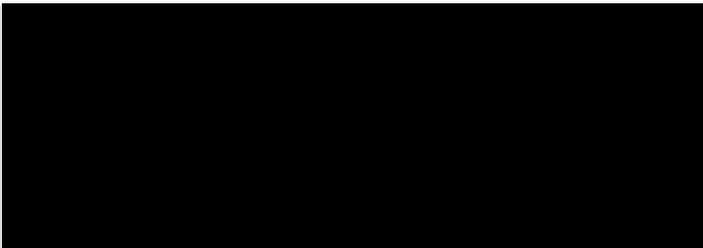
Alabama has one of the best charter school policy environments in the nation. The organization that I lead compiles an annual state-by-state ranking of charter public school laws. Our rankings measure each state's charter school law against a "gold standard" model law, and each law receives a score based on 21 essential metrics, including accountability, flexibility, and funding equity. For the past two years, Alabama's charter school law has ranked fifth.

We believe New Schools for Alabama is uniquely positioned to oversee the work outlined in this grant application, which will result in:

- Significantly increased resources to ensure the continued improvement of public education in Alabama;
- Critical startup funding to support the growth of excellent charter schools around the state, with an emphasis on serving the most disadvantaged students and communities;
- Ample financial support for those who have already demonstrated success in improving outcomes for our most underserved students;
- Dissemination of innovative, effective educational practices that improve student outcomes in partnership with a diverse coalition of stakeholders; and
- Support for high-quality charter authorizing practices.

The Charter Schools Program grant is critical to the Alabama charter sector's growth and scale. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will allow New Schools for Alabama and its strong network of partners to rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

Thank you for your consideration to fund this proposal.



1101 Fifteenth Street, NW
Suite 1010
Washington, D.C. 20005





MIKE & GILLIAN GOODRICH
FOUNDATION

January 28, 2019

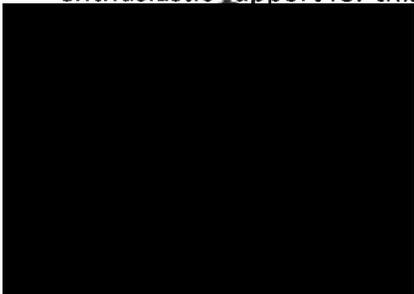
Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

This letter of support is submitted on behalf of New Schools for Alabama and its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. Although Alabama's charter school law is considered one of the best in the country, the development of a high-quality charter school sector has been slow due to the absence of start-up funding for charter schools and the lack of high-quality technical assistance during the start-up phase. This grant would provide critical resources to support high-quality charter school applicants in the state and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students.

Parents and students in Alabama urgently need the opportunity to access better public schools. We believe that public charter schools can play a significant role in in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

Because we believe these funds, coupled with quality technical assistance, will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.





The Daniel Foundation[®]

OF ALABAMA

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

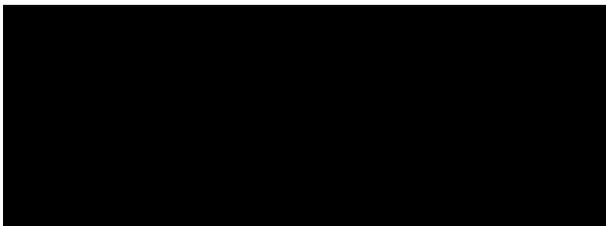
Dear Secretary DeVos:

Please accept this letter of support on behalf of New Schools for Alabama concerning its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. We believe that public charter schools must play a significant role in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

As a private funder of educational opportunities within Alabama, we are pleased to be involved with the high-quality, innovative charter schools that have been established. Their unique collaborations and diversity give hope to the future of education for our children. The need however, goes far beyond the few schools that currently exist and the pace of growth has been slow. Alabama is poised to accelerate the opportunities for educational choice.

This grant would provide critical resources to support high-quality charter school applicants in the state and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

Respectfully,





Bill Smith, *Founding Chairman*
Royal Cup Coffee

Gordon G. Martin, *Chairman*
Alabama Power Company

Dave Borden, *Treasurer*
Aldridge Borden & Company

Barbara Larson, *Secretary*
PARCA

Khadijah Abdullah
Teach for America

Carolyn Akers
Mobile Area Education Foundation

Preston Bolt
Hand Arendall, LLC

J.W. Carpenter
Birmingham Education Foundation

Janet Kavinoky
Vulcan Materials Company

Debbie Long
Protective Life Corporation (*retired*)

D. Scott McLain
McLain Commercial Real Estate

Charles Nash
The University of Alabama System

Jeremiah Newell
Mobile Area Education Foundation

Michael Patterson
Blue Cross Blue Shield of Alabama

Will Ratliff
Collateral Holdings, Ltd.

John Turner
Regions Financial Corporation

Tina Watts
Boeing Alabama

Jim Williams
PARCA (*retired*)

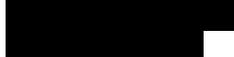
Ex Officio
Caroline Novak
A+ Education Partnership

Cathy Gassenheimer
Alabama Best Practices Center

Tammy Dunn, NBCT
A+ College Ready

Teri Thompson
A+ College Ready

P.O. Box 4433, Montgomery, AL 36103


www.aplusala.org

January 23, 2019

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

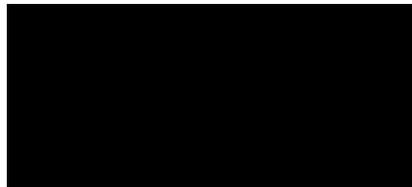
Please accept this letter of support for New Schools for Alabama’s application for federal assistance via the Charter Schools Program for State Entities Grant Competition.

A+ Education Partnership, as the driver of real improvement in public education in Alabama, believes that public charter schools are an important piece of the puzzle when it comes to improving Alabama’s public education system. This is especially true for students who have historically been disadvantaged.

This grant would provide critical resources to support high-quality charter school applicants in Alabama, and it would ensure ample financial support for those that have demonstrated success in improving outcomes for our most underserved students.

Charter school growth in Alabama has been slow to this point, due in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

Sincerely,





DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

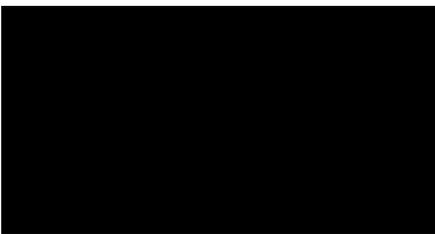
The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

Please accept this letter of support from Democracy Prep Public Schools for New Schools for Alabama concerning its application for federal assistance via the Charter Schools Program for State Entities Grant Competition. We believe that public charter schools must play a significant role in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

As a CSP grant recipient in 2012 and 2016, Democracy Prep knows firsthand the impact CSP grant resources provide for high-quality charter school applicants. A CSP grant for New Schools for Alabama would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

Respectfully,





Rethinking & Renewing Rural Education: Achieving Collaborative Heights

January 17, 2019

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

Dear Secretary DeVos:

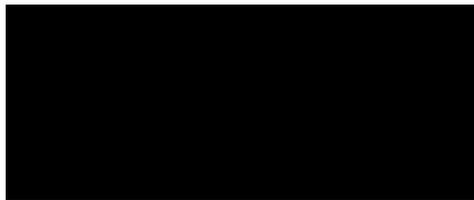
We are pleased to have the opportunity to support New Schools for Alabama's application for federal assistance via the Charter Schools Program for State Entities Grant Competition. University Charter School (UCS) is a public charter school located in Livingston, Alabama, the county seat of rural Sumter County. UCS opened its doors in the Fall of 2018 as a Pre-K – 8th grade school with plans to grow to a Pre-K - 12th grade school in 2022. Sumter County, our rural community, has been weakened by depopulation, social and capital flights, agricultural consolidation, loss of business and industry, and skilled workforce shortages. Alabama Kids Count Data Book provides a meaningful snapshot of children's well-being and can offer meaningful data that demonstrates the need for "rethinking" rural education. According to VOICES, Sumter County and its neighbors rank in the bottom third (1/3) in overall child well-being among Alabama's 67 counties.

The University Charter School educational model is best defined using the UCS motto of R3EACH, "Rethinking and Renewing Rural Education, Achieving Collaborative Heights." The model embraces the idea that our nation's challenges present real opportunities for rural places, and a sustainable American future must include a thriving rural landscape that has at its very core a thriving educational system which R3EACHes every child and guides him/her on a pathway to success in college, career, and life. Concepts of inclusion, courage, integrity, distinction, and stewardship are key elements to the success of the R3EACH model. The model is further supported by the plethora of teaching strategies, practices, and concepts that allow for big opportunities in a small rural setting. We believe that public charter schools must play a significant role in the effort to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged.

This grant would provide critical resources to support high-quality charter school applicants in the state and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. In the absence of this grant, charter school growth in Alabama has been slow, in large part due to the lack of startup funding available. Because we believe these funds will rapidly increase the number of high-quality public charter schools available to our students, we offer our enthusiastic support for this application.

University Charter School is situated in a rural community that faces increased levels of children living in poverty. Rural schools are as diverse as the communities they serve and the students they educate. UCS and other rural schools are as unique as the histories, cultures, and landscapes of its constituents and UCS is a community-based school that defies categorization. However, with these funds, ideally the charter sector in Alabama will grow and thrive and other communities will be able to provide students with a first-class educational experience and this will make great strides toward overturning the cycle of poverty and ill preparedness. Thank you for the opportunity to express my support.

Sincerely,





ACCEL

Day and Evening Academy

*"Launching Dreams,
Accelerating Success"*

February 5, 2019

The Honorable Betsy DeVos
Secretary, US Department of Education
400 Maryland Ave., SW
Washington, DC 20202

President
Mr. Henry O'Connor

Vice President
Mr. Robert McGinley

Treasurer
Mr. Mark Spivey

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Rev. Charlotte Green

Board Members
Mrs. Bernadette –
Burroughs
Mr. Lance Covan
Mr. Ernest Gwinn
Mr. Jordan Jones
Mr. Richard Perry
Mrs. Sarah Stashak

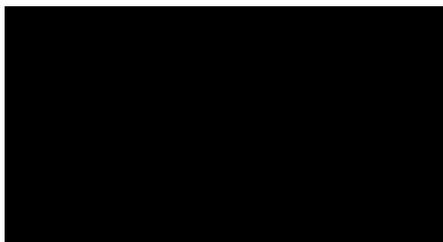
Superintendent
Dr. Jeremiah Newell

Dear Secretary DeVos:

Please accept this letter of support on behalf of New Schools for Alabama. We are thrilled to support its application for the Charter Schools Program for State Entities Grant Competition. As Alabama's first charter school, we are daily living the mission to improve educational outcomes for Alabama's public school students, especially among those who have historically been disadvantaged. The mission of Accel Day and Evening Academy is to connect to students' gifts and passions through personalized learning pathways that build students' academic skills, professional mindsets, and social and emotional well-being, so they are prepared for college and careers.

This grant would provide critical resources to support high-quality charter school applicants in the state and would ensure that ample financial support is available to those who have demonstrated success in improving outcomes for our most underserved students. As the first charter in the state, we have personally experienced how our progress to grow is significantly hindered by the lack of startup funding available to support charter schools. We are hopeful that this grant funding will rapidly increase the number of high-quality public charter schools available to Alabama's students. We offer our wholehearted support for this application.

Respectfully,



ACCEL Day and Evening Academy

3100 Cottage Hill Road Building 3
Mobile, AL 36606



www.accelacademymobile.com
PR/Award # U282A190004



ACADEMY
IMAGINE. INVESTIGATE. INNOVATE.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 20 2014**

ALABAMA COALITION FOR PUBLIC
CHARTER SCHOOLS
C/O K. WOOD HERREN, ESQ.
BRADLEY ARANT BOULT CUMMINGS LLP
1819 FIFTH AVENUE NORTH
BIRMINGHAM, AL 35203

Employer Identification Number:
[REDACTED]

DLN:
[REDACTED]

Contact Person: CUSTOMER SERVICE ID# 31954

Contact Telephone Number:
[REDACTED]

Accounting Period Ending:

December 31

Public Charity Status:

170(b)(1)(A)(vi)

Form 990 Required:

Yes

Effective Date of Exemption:

May 21, 2013

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Letter 947

ALABAMA COALITION FOR PUBLIC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Letter 947

STATEMENT OF CLARIFICATION

The legal entity submitting this proposal is the Alabama Coalition for Public Charter Schools d/b/a New Schools for Alabama. Please note that the 501(c)3 letter attached to this proposal, the federal D-U-N-S number, and other federally automated reports may reflect the name Alabama Coalition for Public Charter Schools. For clarity, we are submitting our proposal under the name, New Schools for Alabama CSP Grant.

LOGIC MODEL

Assets	Activities	Short-Term Outcomes	Long-Term Outcomes	Impact
1. CSP Funding	1A. Subgrant Funding 1B. Funding for Grant Activities	i. New High-Quality Applicants (1A, 1B, 2A, 2B, 3A) ii. Sustainable, High-Quality Schools (2A, 2B, 2C, 2D, 3A, 3B, 3C, 5A, 5B, 5C) iii. High-Quality Authorizing Policies and Practices (3C, 4A, 4B, 4C)	a. At least a 200% increase in high-quality charters	1) Significant increase in high-quality school options available to educationally disadvantaged students 2) Improved authorizing and oversight mechanisms 3) Advance community awareness of benefits of high-quality charter schools
2. New Schools for Alabama	2A. New School Development 2B. Technical Assistance 2C. Subgrant Oversight 2D. Grant Mgmt		b. 15 new high-quality charters, 12+ serving 60% educationally disadvantaged	
3. ALSDE	3A. Technical Assistance 3B. Charter Oversight 3C. Authorizer Oversight		c. At least 9 subgrantees will achieve a letter grade of A or B	
4. NACSA	4A. Improve Authorizer Policies 4B. Improve Authorizer Practices 4C. Evaluate		d. Achieve measurably higher score on NACSA authorizer evaluation	
5. BA4E	5A. Disseminate Information 5B. Identify Needs 5C. Enlist Support			

ACSP GRANT SCORING RUBRIC

SECTION 1. EXECUTIVE SUMMARY

Executive Summary – 5 points

Executive Summary			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
Little or no evidence of the school’s educational needs, anticipated student population, and non-academic challenges. Little to no description of geographic location or rationale for geographic location. Little or no description of mission, vision, objectives, and goals.	<i>Partially</i> outlines the anticipated student population, though it is unclear and provides insufficient detail about the educational need. Insufficient descriptions of geographic location and rationale. Insufficient description of the mission, vision, objectives, and goals.	Clearly outlines a description of the student population and educational needs of the student population as well as non-academic challenges. Includes rationale for the number of students and completely described geographic location and rationale. Clear school plan with a description of mission and vision, measurable goals and objectives.	Convincingly demonstrated a solid understanding of the student population and capacity to implement the school plan for the student population. Understands the educational needs and provides abundant evidence to support geographic location. High degree of implementation capacity in it’s clear and comprehensive description of the school plan.

SECTION 2. EDUCATIONAL PROGRAM - 60 points

Program Overview			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no information regarding the essential design elements of the school model, and/or the applicant has not provided at least three measurable Educational Program Terms. Little to no research base and little to no mention of the instructional methods and assessment strategies.	The essential design elements of the school model and the Educational Program Terms (at least three) lack clarity and/or are not all measurable. The applicant has demonstrated a limited understanding of the research-based and/or other evidence that promises success for this program with the anticipated student population. The applicant minimally mentions the instructional methods and/or does not describe in sufficient detail the impact of the culturally responsive instructional aspects of the program on the proposed student population.	The applicant has provided the essential design elements of the school model, and at least three (no more than five) specific and measurable Educational Program Terms. Evidence that the Educational Program or essential design elements of the program are based on proven methods and provided evidence that the proposed educational program has a sound base in research, theory, and/or experience, and has been or is likely to be rigorous, engaging, and effective for the anticipated student population. The applicant has described the culturally responsive instructional aspects of the educational program.	The applicant has convincingly and comprehensively summarized the essential design elements of the school model, and provided at least three (no more than five) specific and measurable Educational Program Terms. Strong and convincing evidence of research base. The applicant has clearly and comprehensively described the culturally responsive instructional aspects of the program and provided strong evidence of impact.
Curriculum & Instructional Design			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
Little or no description of the basic learning environment, little or no description of the curricula aligned	The description of the basic learning environment is limited and/or only includes some of the	The description of the basic learning environment is clear, includes class size and structure, is	The description of the basic learning environment is clear, comprehensive and includes class

to state standards. Little to no description of curricular choices and rationale – or – if the applicant plans to develop a curriculum, little or no description of how. Little to no description of instructional strategies.	required information, or is not aligned to the school mission and vision. The description of the school’s curricula has partially or insufficiently demonstrated alignment to applicable state standards or has not demonstrated appropriate course outcomes, or a scope and sequence. The applicant has minimally addressed the curricular choices, textbook selection – or - there is a limited or incomplete description regarding how the curriculum will be developed.	aligned to the school’s mission and vision, and describes evidence that the learning environment is culturally responsive. There is an overview of the school’s curricula which demonstrates alignment to applicable state standards with the appropriate course outcomes. A sample scope and sequence for one subject in one grade of each division (elementary, middle and high) is provided. Described the curriculum, summarized the curricular choices and the rationale for each, - or- a detailed description regarding how the curriculum will be developed, including who will be responsible and when key stages will be completed. The applicant has provided a description of the primary instructional strategies, along with a rationale.	size and structure, is well aligned to the school’s mission and vision, and demonstrates a sophisticated understanding of cultural responsiveness. The description of the school’s curricula contains abundant detail to demonstrate strong alignment to applicable state standards. Comprehensively described the curriculum and its alignment to the Educational Program Terms, summarized the curricular choices and the rationale for each -or- a detailed, comprehensive, and well-articulated description regarding how the curriculum will be developed is provided. There is a detailed, sophisticated, and comprehensive description of the primary instructional strategies along with compelling research, or experience- based rationale
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Student Performance Standards

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the student performance standards for the school as a whole. The applicant has insufficiently or not addressed policies, standards, and/or expectations for promoting students. The applicant has provided little to no description of the school’s exit standards for graduating students.	There is a description of the student performance standards for the school as a whole, though, the description does not address all grades and is limited in detail. The applicant has mentioned the policies, standards, and expectations for promoting students from one grade to the next and that they are based on research and/or best practices. The applicant has provided the school’s exit standards for graduating students, though it is not clear what students in the last grade served will know and be able to do to meet or exceed all state grade level expectations	There is a description of the student performance standards for the school as a whole and they are aligned with state standards. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices and there is a culturally responsive plan for clearly communicating these criteria to staff, students, and families. The applicant has provided the school’s exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.	There is a comprehensive description of the student performance standards for the school as a whole. The proposed policies, standards, and expectations for promoting students from one grade to the next are based on research and/or best practices, demonstrate high standards for students and are well aligned to the school’s education program, mission and vision. The applicant has provided a strong culturally responsive plan for clearly communicating these criteria. The applicant has provided the school’s exit standards for graduating students which clearly set forth what students in the last grade served will know and be able to do.

HS Graduation Requirements (HS Only)

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of how the school will meet the requirements described and/or little or no explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is not an explanation of the additional requirements. There is	There is a limited description with insufficient detail on how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered; and if graduation requirements for the school will exceed state standards, an explanation of the additional	There is a description of how the school will meet the requirements described, along with an explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional requirements. There is an	There is a clear and comprehensive description of how the school will meet the requirements described, along with a strong explanation of how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed state standards, there is an explanation of the additional

little or no explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is little or no explanation of the systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.	requirements was minimally described. The explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks clarity and sufficient detail. There is a limited or insufficient explanation of the systems and structures the school will implement for serving students at risk of dropping out.	explanation of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a clear description of the systems and structures the school will implement for serving students at risk of dropping out and/or not meeting the proposed graduation requirements.	requirements. There is a clear and convincing description of how the graduation requirements will ensure student readiness for college or other postsecondary opportunities. There is a thorough and sophisticated description of the systems and structures used for students at risk of dropping out
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School Calendar and Schedule

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the annual academic schedule for the school, how the calendar reflects the needs of the educational program and meets the school's proposed calendar for the first year of operation does not include the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided little or no evidence regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects, and/or there is little or no explanation on how the school's daily and weekly schedule will be optimal for student learning.	There is a description of the annual academic schedule for the school, though it does not clearly explain and/or demonstrate how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation lacks sufficient detail regarding the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has provided limited and insufficient detail regarding the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, the start and dismissal times. There is a minimal explanation why the school's daily and weekly schedule will be optimal for student learning.	There is a description of how the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant describes the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is an explanation why the school's daily and weekly schedule will be optimal for student learning. The minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade has been provided along with a sample daily and weekly schedule for each division of the school.	here is a clear and compelling description of the annual academic schedule for the school which explains and demonstrates how the calendar reflects the needs of the educational program and meets or exceeds Alabama's Standards. The school's proposed calendar for the first year of operation includes the total number of instructional days and hours, holidays, make-up days in case of inclement weather, and state assessment days. The applicant has comprehensively described the structure of the school day and week, including the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies, and the start and dismissal times. There is a strong and sophisticated explanation as to why the school's daily and weekly schedule will be optimal for student learning.

School Culture

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the culture of the proposed school or an explanation of how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is little or no description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, and/or	The description of the culture of the proposed school lacks sufficient detail as to how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a limited explanation of how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a	There is a description of the culture of the proposed school, explaining how it will promote a positive and culturally inclusive academic environment and reinforce student intellectual and social development. There is a description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a	There is a compelling description of the culture of the proposed school, explaining how it will promote and sustain a positive and culturally inclusive academic environment and reinforce student intellectual and social development. The applicant's description demonstrates a solid understanding and strong capacity to practice cultural inclusiveness. There is a well-articulated, comprehensive and compelling

there is little or no description of a plan for enculturating students who enter the school mid-year.	plan for enculturating students who enter the school mid-year; demonstrates a limited or incomplete understanding of how to create and implement a positive school culture.	plan for enculturating students who enter the school mid-year.	description for how the school will establish and maintain the school culture for students, teachers, administrators, and parents/guardians starting from the first day of school, including a plan for enculturating students who enter the school mid-year.
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Supplemental Programming

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded. And/or there is no description of how the school will pay for student participation in district sponsored interscholastic programs. There is little or no description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	The description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded is limited in scope and/or does not provide sufficient detail to determine sufficient resources and/or program viability. And/or the applicant minimally addressed how the school will pay for student participation in district sponsored interscholastic programs. The description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population is limited in scope and/or does not provide sufficient.	There is a clear description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants. There is a description of how the school will pay for student participation in district sponsored interscholastic programs. There is a clear description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.	There is a clearly articulated and detailed description of culturally responsive extra-curricular or co-curricular activities offerings and how they will be delivered and funded, including the schedule, length, and anticipated participants, and how the school will pay for student participation in district sponsored interscholastic programs. There is a clearly articulated and compelling description of culturally responsive programs that address the mental, emotional, and social development and health of ALL students, including how the program will be funded and how those programs will meet the unique needs of the student population.

Special Populations and At-Risk Students

Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little to no description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out is limited and lacks sufficient detail. The plan minimally or does not address how the school will meet students' needs in the least restrictive environment.	The overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out, is limited and lacks sufficient detail. The plan minimally addresses how the school will meet students' needs in the least restrictive environment.	There is a description of the overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan addresses how the school will meet students' needs in the least restrictive environment.	There is a clear and comprehensive description of an overall plan to serve students with special needs, including but not limited to students with IEPs or Section 504 plans, ELLs, students identified as intellectually gifted, and students at risk of academic failure or dropping out. The plan thoroughly addresses how the school will meet students' needs in the least restrictive environment.

Student Recruitment & Enrollment

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families and/or the applicant has minimally or not described the school's plan for outreach to at-risk students.	There is a limited and incomplete description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families, and/or the applicant has minimally described the school's plan for outreach to at-risk students.	There is a description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically described the school's plan for outreach to at-risk students.	There is a comprehensive and compelling description of the culturally inclusive student marketing and recruitment plan and how it will provide equal access to all interested students and families. The applicant has specifically and completely

			described the school's plan for outreach to at-risk students.
Student Discipline Policy & Plan			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no description of the proposed discipline plan, with little or no detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and/or little or no demonstration of compliance with applicable state laws and authorizer policies.	The applicant has provided a limited and insufficient description of the proposed discipline plan, with insufficient detail on how the plan is based on some combination of research, theory, experience, and best practices, and/or little or no demonstration or explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, or in compliance with applicable state laws and authorizer policies.	The applicant has provided a detailed description of the proposed discipline plan, along with a detailed explanation of how the plan is based on some combination of research, theory, experience, and best practices, and a clear demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has demonstrated compliance with applicable state laws and authorizer policies.	The applicant has provided a compelling, comprehensive and thorough description of the proposed discipline plan, with detail on how the plan is based on some combination of research, theory, experience, and best practices, and a clear and sophisticated demonstration and explanation on how the discipline policy will be culturally responsive and effective for the anticipated student population, and has comprehensively demonstrated compliance with applicable state laws, authorizer policies, and due process requirements
Family & Community Involvement			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
<p>The applicant has provided little or no description and/or evidence of the specific role to date of the parents/guardians and community members involved in developing the proposed school and/or any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant has provided little or no evidence that the school has assessed and built parent/guardian and community demand for the proposed school and/or little to no description how the school will engage families and community members from the time that the school is approved through opening.</p>	<p>The applicant has described and provided evidence on the role to date of the parents/guardians and community members involved in developing the proposed school and has mentioned other evidence of parent/guardian and community support for the proposed school, though the information is limited and lacking in sufficient detail to determine engagement.</p> <p>The applicant has demonstrated some assessment of parent/guardian and community demand for the proposed school, though its description of how the school will engage families and community members from the time that the school is approved through opening has limited outreach strategies, and the nature of family and community engagement is unclear.</p>	<p>The applicant has described and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant demonstrates that the school has assessed and built parent/guardian and community demand for the proposed school and describes how the school will engage families and community members from the time that the school is approved through opening.</p>	<p>The applicant has articulately described, in detail, and provided evidence on the specific role to date of the parents/guardians and community members involved in developing the proposed school and has included any other evidence of parent/guardian and community support for the proposed charter school.</p> <p>The applicant convincingly demonstrates that the school has assessed and built strong parent/guardian and community demand for the proposed school and comprehensively describes how the school will engage families and community members from the time that the school is approved through opening with realistic and diverse outreach strategies designed to reach a broad audience and ensure genuine community and family engagement.</p>
Educational Program Capacity			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has not provided the key members of the school's leadership team and who will be responsible for development and opening of the school.	The applicant has provided key members of the school's leadership team who will be responsible for development and opening of the school, though it is	The applicant has provided the key members of the school's leadership team who will be responsible for development and opening of the school.	Key members of the school's leadership team who will be responsible for development and opening of the school have been identified.

<p>There is <i>little or no description</i> of the team’s individual and collective qualifications for implementing the school design successfully, and/or no team capacity in:</p> <ul style="list-style-type: none"> ○ School leadership, administration, and governance; ○ Curriculum, instruction, and assessment; ○ Performance management; ○ Cultural competence/inclusiveness; ○ Family and community engagement; ○ Special populations. 	<p>unclear if all members have been identified.</p> <p>The applicant has provided limited or insufficient detail on some or all of the following descriptions of the team’s individual and collective qualifications for implementing the school design successfully, which includes team capacity in:</p> <ul style="list-style-type: none"> ○ School leadership, administration, and governance; ○ Curriculum, instruction, and assessment; ○ Performance management; ○ Cultural competence/inclusiveness; ○ Family and community engagement; ○ Special populations. 	<p>There is a description of the team’s individual and collective qualifications for implementing the school design successfully, which includes team capacity in areas such as:</p> <ul style="list-style-type: none"> ○ School leadership, administration, and governance; ○ Curriculum, instruction, and assessment; ○ Performance management; ○ Cultural competence/inclusiveness; ○ Family and community engagement; ○ Special populations. 	<p>The applicant has comprehensively and convincingly demonstrated strong individual and collective team qualifications for implementing the school design successfully, and addressed team capacity in areas such as:</p> <ul style="list-style-type: none"> ○ School leadership, administration, and governance; ○ Curriculum, instruction, and assessment; ○ Performance management; ○ Cultural competence/inclusiveness; ○ Family and community engagement; ○ Special populations.
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SECTION 3. OPERATIONS PLAN - 65 points

Legal Status & Governing Documents			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
<p>The applicant has failed to describe the proposed school’s legal status.</p> <p>The applicant has not submitted, as Attachment 11:</p> <ul style="list-style-type: none"> ○ Articles of Incorporation; ○ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ○ Bylaws; ○ Completed and Board Chair signed ○ Statement of Assurances; ○ Other governing documents already adopted. 	<p>The applicant has partially described the proposed school’s legal status.</p> <p>The applicant has partially submitted the required documentation as Attachment 12:</p> <ul style="list-style-type: none"> ○ Articles of Incorporation; ○ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ○ Bylaws; ○ Completed and Board Chair signed ○ Statement of Assurances; ○ Other governing documents already adopted. 	<p>The applicant has described the proposed school’s legal status.</p> <p>The applicant has submitted, as Attachment 11:</p> <ul style="list-style-type: none"> ○ Articles of Incorporation; ○ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ○ Bylaws; ○ Completed and Board Chair signed ○ Statement of Assurances; ○ Other governing documents already adopted. 	<p>The applicant has clearly and comprehensively described the proposed school’s legal status.</p> <p>The applicant has submitted detailed, clear, and concise documentation as Attachment 11:</p> <ul style="list-style-type: none"> ○ Articles of Incorporation; ○ Proof of nonprofit status and federal tax exempt status (or copies of filings for the preceding items); ○ Bylaws; ○ Completed and Board Chair signed ○ Statement of Assurances; ○ Other governing documents already adopted.
Organization Structure & Partnerships			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
<p>The applicant has failed to submit organizational charts as Attachment 12.</p> <p>The organization charts do not delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff,</p>	<p>The applicant has partially submitted organizational charts as Attachment 12.</p> <p>Organization charts that <i>partially</i> delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff,</p>	<p>The applicant has submitted organizational charts as Attachment 12.</p> <p>The organization charts clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, school leader, management team, staff,</p>	<p>The applicant has submitted organizational charts as Attachment 12 clear, concise, and comprehensive.</p> <p>Organization charts that clearly delineates the roles and responsibilities of, and lines of authority and reporting among, the governing board, school</p>

any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document lines of authority and reporting within the school.	any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority and reporting within the school.	leader, management team, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts document clear lines of authority an
Governing Board			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no description of the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant failed to identify key skills, areas of expertise, and constituencies that will be represented on the governing board.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board, how it will interact with the principal/head of school and any advisory bodies, the size, current and desired composition, powers, and duties of the governing board, the key skills, areas of expertise, and constituencies that will be represented on the governing board, though has done so in a limited and non-specific manner.	The applicant has described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant describes the size, current and desired composition, powers, and duties of the governing board. The applicant identifies key skills, areas of expertise, and constituencies that will be represented on the governing board.	The applicant has clearly outlined and described the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. The applicant clearly describes the size, current and desired composition, powers, and duties of the governing board. The applicant clearly identifies and outlines key skills, areas of expertise, and constituencies that will be represented on the governing board.
Advisory Bodies			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no description of any school advisory bodies or councils to be formed, nor explained the role(s), duties, and authority of each. The applicant has provided little or no description of the planned composition of the advisory body, the strategy for achieving that composition, nor the role of parents/guardians, students, and teachers (as applicable) and the reporting structure as it relates to the school's governing body and leadership.	The applicant has partially described any school advisory bodies or councils to be formed, and minimal inclusiveness of the role(s), duties, and authority of each. The applicant description of the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership is limited in scope and lacks sufficient detail.	The applicant has described any school advisory bodies or councils to be formed, inclusive of the role(s), duties, and authority of each. The applicant described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.	The applicant has clearly and comprehensively described any school advisory bodies or councils to be formed and provided a detailed explanation of the role(s), duties, and authority of each. The applicant clearly and thoroughly described the planned composition of the advisory body, the strategy for achieving that composition, the role of parents/guardians, students, and teachers (as applicable), and the reporting structure as it relates to the school's governing body and leadership.
Grievance Process			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no description of the school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the	The applicant has partially described the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the	The applicant has described in detail the established school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or practice at the school, and how the	The applicant has clearly and thoroughly outlined and provided in detail a parent and community friendly, culturally responsive school process for resolving public complaints, including complaints regarding curriculum and/or parent or student objections to a governing board policy or decision, administrative procedure or

final administrative appeal is heard by the governing board.	final administrative appeal is heard by the governing board.	final administrative appeal is heard by the governing board.	practice at the school, and how the final administrative appeal is heard by the governing board.
District Partnerships			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of any proposed partnership agreement between the proposed charter school and the school system where the school is proposed to be located or no Attachment 17 , and/or Includes the terms of that agreement and/or partnership.	The applicant has provided a limited description of any district partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school system where the school is proposed to be located (Attachment 17), and included the terms of that agreement and/or partnership.	There is a description of any system partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school system where the school is proposed to be located (Attachment 17), and included the terms of that agreement and/or partnership.	There is a clear, thorough and detailed description and rationale for all system partnership activities and/or meetings during the application development process. If applicable, the applicant has provided any proposed partnership agreement between the proposed charter school and the school system where the school is proposed to be located (Attachment 17), and included the terms of that agreement and/or partnership.
Education Service Providers			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has not addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has partially addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated student population, including demonstrated academic achievement, successful management of nonacademic school functions.	If the school intends to contract with an ESP for the management of the school or substantial educational services, the applicant has comprehensively and in detail addressed the following: Evidence of the nonprofit ESP's success in serving student populations that are similar to the anticipated population, including demonstrated academic achievement, successful management of nonacademic school functions.
Staffing Plans			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no information on the staffing chart (Attachment 19) for the school (Commission template) with little or no notes or roster to identify the following: <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; 	The applicant has provided a limited and/or incomplete staffing chart (Attachment 19) for the school with insufficient notes and/or a roster to identify the following: <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; 	The applicant has provided a completed staffing chart (Attachment 19) for the school with accompanying notes or roster to identify the following: <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers; 	The applicant has provided a comprehensive and complete staffing chart (Attachment 19) for the school with thorough notes or roster to identify the following: <ul style="list-style-type: none"> o Year one positions, as well as positions to be added during the five (5) year charter contract; o Administrative, instructional, and non-instructional personnel; o The number of classroom teachers, paraprofessionals, and specialty teachers;

<ul style="list-style-type: none"> ○ The number of classroom teachers, paraprofessionals, and specialty teachers; ○ Operational and support staff. 	<ul style="list-style-type: none"> ○ The number of classroom teachers, paraprofessionals, and specialty teachers; ○ Operational and support staff. 	<ul style="list-style-type: none"> ○ Operational and support staff. 	<ul style="list-style-type: none"> ○ Operational and support staff.
Professional Development			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	The applicant has provided a limited description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff, building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.	There is a detailed and thorough description of the core components of teacher and staff professional development and how these components will support effective implementation of the proposed educational program; how the professional development plan will include the development and practice of cultural competence for all staff; building staff capacity in the collection, analysis and use of performance data to improve student learning; and the extent to which professional development will be conducted internally or externally and will be individualized or uniform.
Performance Framework			
Weak 1	Fair 2-3	Very Good 4	Excellent 5
<p>There is little or no description of mission-specific academic goals and targets are unclear in terms of the measures or assessments the school plans to use, and/or overall are not specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is little to no description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract (Attachment 23).</p>	<p>Some of the mission-specific academic goals and target are clear in terms of the measures or assessments the school plans to use, and/or some are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>The description of how the school will measure and evaluate school mission- specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract, is lacking in sufficient detail to determine the potential for implementation</p>	<p>he applicant has provided, as Attachment 23, a completed mission- specific goals form with 1-3 of the school’s mission-specific academic and organizational goals and targets. Goals are clearly stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is a detailed description of how the school will measure and evaluate school mission-specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract</p>	<p>The applicant has provided, as Attachment 23, a completed mission- specific goals form with 1-3 of the school’s mission-specific academic and organizational goals and targets. All goals are clearly and completely stated in terms of the measures or assessments the school plans to use, are specific, measurable, action oriented, realistic, relevant, and time-bound.</p> <p>There is a compelling and convincing description of how the school will measure and evaluate school mission- specific academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract</p>
Facilities			
Weak 1	Fair 2-3	Very Good 4	Excellent 5

There is little or no description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility.	There is a limited and vague description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. It is unclear if these steps are sufficient.	There is a description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc.	The description of the steps already taken to identify prospective facilities as well as the process for identifying and securing a facility, including any brokers or consultants the applicant is employing to navigate the real estate market, plans for renovations, timelines, financing, etc. demonstrate the applicant's thorough understanding of the real estate market and tasks to be completed.
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Startup & Ongoing Operations

Weak 1	Fair 2-3	Very Good 4	Excellent 5
The applicant has provided little or no information or a description of its start-up plan (Attachment 25) for the school. The applicant has provided little or no information or a description of the school transportation plan. The applicant has provided little or no information or a description of the plans for food service and other significant operational or ancillary services.	The applicant has provided some or part of the start-up plan (Attachment 25) for the school, though is missing tasks and lacks details in some or all of the required plans. The applicant has provided a limited description or insufficient detail for one, some, or all of the school transportation plan. The applicant has provided a limited description or insufficient detail for the plans for food service and other significant operational or ancillary services.	The applicant has provided a detailed start-up plan (Attachment 25) for the school, specifying tasks, timelines, and responsible individual. Said plan is in alignment with the start-up budget. The applicant has provided a school transportation plan with arrangements for prospective students, daily transportation needs, and a description of how the school plans to meet transportation needs for field trips and athletic events. The applicant has outlined the plans for food service and other significant operational or ancillary services.	The applicant has provided a clear, compelling, and detailed start-up plan (Attachment 25) for the school specifying tasks, timelines, and responsible individuals, and is in alignment with the start-up budget. The applicant has strong and demonstrated capacity for its school transportation plan. The applicant has strong and demonstrated capacity for its plans for food service and other significant operational or ancillary services.

Operations Capacity

Weak 1	Fair 2-3	Very Good 4	Excellent 5
There is little or no description of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or little to no capacity in: <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management 	The applicant has described some of the team's individual and collective qualifications for implementing the Operations Plan successfully, and/or demonstrated limited capacity in some of the following: <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management 	The applicant has described the team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as: <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management 	The applicant has provided a comprehensive and compelling description of the team's individual and collective qualifications for implementing the Operations Plan successfully, with strong capacity in: <ul style="list-style-type: none"> ▪ Staffing ▪ Professional development ▪ Performance management ▪ General operations ▪ Facilities management

SECTION 4. FINANCIAL PLAN – 20 points

Financial Plan & Financial Management Capacity			
Not Included 0	Weak 5	Fair 15	Excellent 20
The applicant did not provide a completed Financial Plan Workbook (Attachment 27).	There is a Financial Plan Workbook (Attachment 27), though it is vague and missing information. The applicant has provided a budget narrative description,	There is a completed Financial Plan Workbook (Attachment 27), which uses the per-pupil revenue guidance provided by the Commission. The applicant has	There is a fully completed Financial Plan Workbook (Attachment 27), which uses the per-pupil revenue guidance provided by the Commission and demonstrates a

<p>The applicant has provided little or no detail in the budget narrative. It minimally or did not address:</p> <ul style="list-style-type: none"> ○ Anticipated funding sources ○ The school's contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>though it lacks sufficient detail to determine its viability and/or the applicant has insufficiently addressed:</p> <ul style="list-style-type: none"> ○ Anticipated funding sources ○ The school's contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>provided a detailed budget narrative (Attachment 28) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).</p> <ul style="list-style-type: none"> ○ Anticipated funding sources ○ The school's contingency plan to meet financial needs ○ Year one cash flow contingency. 	<p>sophisticated understanding of the school's finances. The applicant has provided a detailed and comprehensive line item budget narrative (Attachment 28) which includes a description of assumptions and revenue estimates, the basis and calculations for revenue projections, staffing levels, and expenditures, the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising). The description aligns to the educational program and clearly addresses:</p> <ul style="list-style-type: none"> ○ Anticipated funding sources ○ The school's contingency plan to meet financial needs ○ Year one cash flow contingency.
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Final Scores

Section	Points Possible	Points Awarded
Executive Summary	5	
Educational Program	60	
Operations Plan	65	
Financial Plan	20	
Total	150	

Composite Score: _____

CMO Recruitment Rubric

CMO Name: _____

ACADEMIC PERFORMANCE			
DOES NOT MEET – 1	PARTIALLY MEETS – 2	MEETS – 3	EXCEEDS – 4
Limited-to-no data is available on academic performance or student outcomes, or investigative analysis of academic performance reveals inconsistent and below-average results against state achievement benchmarks (i.e., standardized tests, graduation rates, college matriculation rates).	Data is difficult to obtain or is obtained in incomplete fashion, and data that is obtained reveals either inconsistent results across campuses or inadequate/inequitable results among racial and economic subgroups. Some significant academic achievements may exist.	Data and/or anecdotal or ceremonial acknowledgements of academic results across all student populations reveal significant achievements in terms of student results (for high school campuses, such results may include not only standardized test scores, but also college acceptance and/or ACT/SAT scores). Specifically, data reveal significant accomplishments among disadvantaged populations. Results may be significant as compared to local competitors.	Abundant data and ceremonial acknowledgements of academic results, specifically among disadvantaged student populations reveal top-tier achievements in terms of student results as compared to national averages (for high school campuses, such results may include not only standardized test scores, but also college acceptance and/or ACT/SAT scores).
<input type="checkbox"/>			
Comments			

MISSION-ALIGNMENT			
DOES NOT MEET – 1	PARTIALLY MEETS – 2	MEETS – 3	EXCEEDS – 4
<p>Organization operates campuses in socio-economically stable geographic areas with a predominantly racial majority student population largely not qualifying for free or reduced lunch.</p>	<p>Organization may actively recruit disadvantaged student populations, but actively maintains an “income neutral” recruitment model intentionally serving roughly half economically disadvantaged, minority populations and half middle-class populations which are not categorized as “at risk” based on race or ethnicity, thus actively enrolling a diverse student body.</p>	<p>Organization actively recruits disadvantaged student populations, intentionally targeting economically disadvantaged, minority populations. Minority and free and reduced lunch percentages typically range between 75-85%.</p>	<p>Organization is mission-driven to close the achievement gap or serve disadvantaged students, and thus, actively recruits disadvantaged student populations. Minority and free and reduced lunch percentages range 85% or higher across all campuses as an organizational directive.</p>
Comments			

ORGANIZATIONAL MATURITY			
DOES NOT MEET – 1	PARTIALLY MEETS – 2	MEETS – 3	EXCEEDS – 4
Organization operates two or fewer distinct charter campuses and has existed for five or fewer years.	Organization may have existed for five or fewer years but operates at least three distinct charter campuses.	Organization has existed for over five years and operates five or more charter campuses and may operate charters in multiple states.	Organization has existed for eight or more years and operates ten or more campuses and may operate charters in multiple states.
Comments			

REPUTATION & HISTORY			
DOES NOT MEET – 1	PARTIALLY MEETS – 2	MEETS – 3	EXCEEDS – 4
<p>Investigative analysis reveals significant concerns regarding organizational transparency, misuse of public funds, inappropriate student selection processes, intentional exclusionary practices, and/or repeated occurrences of egregious academic under-performance.</p>	<p>Investigate analysis reveals some examples of excellent academic achievements with otherwise underserved students but also reveals one or more potential concerns regarding transparency, misuse of public funds, inappropriate student selection processes, intentional exclusionary practices, and/or repeated occurrences of egregious academic under-performance.</p>	<p>Investigative analysis reveals no concerns regarding transparency, misuse of public funds, inappropriate student selection processes, intentional exclusionary practices, and/or repeated occurrences of egregious academic performance. Many examples and data points exist to demonstrate excellent academic performance with underserved populations.</p>	<p>Investigative analysis reveals no concerns regarding transparency, misuse of public funds, inappropriate student selection processes, intentional exclusionary practices, and/or repeated occurrences of egregious academic performance. The organization enjoys numerous accolades and awards (financial or otherwise) for academic performance with underserved populations. Examples may include federal Replication & Expansion Grants and National Charter of the Year Awards (or similarly prestigious recognition).</p>
Comments			

INTEREST IN ALABAMA			
DOES NOT MEET – 1	PARTIALLY MEETS – 2	MEETS – 3	EXCEEDS – 4
<p>Organization has decidedly expressed no interest in expansion into Alabama at the current point in time and has no intention of establishing Alabama schools in the future.</p>	<p>Either the organization has been non-committal in its interest in expanding into Alabama, or discussions of expansion have been very limited or have stalled. Organization may have expressed vague or fleeting interest in expansion into Alabama.</p>	<p>Organization has expressed expansion into Alabama; however, no clear timeline for such expansion has been set, or perhaps conversations have stalled after an initial expression of interest. Discussions of expansion have at least occurred in the form an in-depth phone conversation. Immediate expansion may be difficult to envision given various factors at play, including the distance of the home network from Alabama or the organization’s current appetite for growth.</p>	<p>Organization has expressed immediate interest in expanding into Alabama and is simply awaiting either an in-person visit to the home network to further the expansion process or is awaiting confirmation of growth capital to be made available from local philanthropy to facilitate expansion efforts.</p>
Comments			

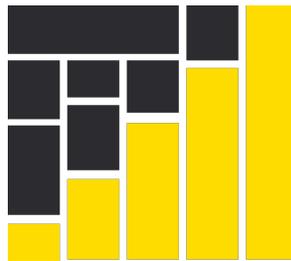
SUMMARY

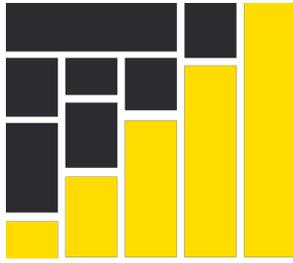
Composite Score	

NEW SCHOOLS FOR
ALABAMA

NEW SCHOOL DESIGN PROJECT

An incubator for aspiring founders of Alabama charter schools





PROGRAM DESIGN FRAMEWORK

What do we do, and how do we do it?

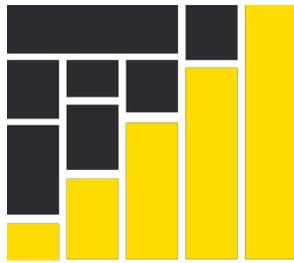
The New School Design Project identifies, supports, and empowers aspiring charter school founders as they build new, high-quality charter schools throughout Alabama.

The project is rooted in a simple premise—that Alabama must cultivate and retain its talented, entrepreneurial school leaders in order to grow and sustain a thriving charter school sector. To do so, we need a clear, accessible, and enticing pathway to charter school leadership. And we must ensure that our aspiring charter school founders have the training and resources needed to succeed during startup.

To meet these needs, the New School Design Project serves as a charter school incubator, recruiting high-caliber candidates, providing selective startup grants for up to 18 months, and delivering expert training via a one-year administrative residency in a proven, high-quality charter school network.

The bedrock of the New School Design Project is the set of knowledge, skills, and dispositions that we believe effective charter school leaders must have; we call these our Leadership Competencies. We use our Leadership Competencies to drive the candidate profile we seek during recruitment, and we use them to make informed decisions during the selection process. We also use our Leadership Competencies to ensure that we deliver the right training and support. The following graphic represents the program design framework underpinning the New School Design Project.





LEADERSHIP COMPETENCIES

What are the skills, knowledge, and dispositions that we believe our Fellows must have in order to be successful?

The ultimate measure of effectiveness for the New School Design Project will be the quality of the schools our Fellows lead. Therefore, each Leadership Competency that we uphold must, at its core, have a substantial correlation with student achievement.

Relying on empirical evidence and cross-sector research, we have identified nine powerful Leadership Competencies that directly influence student performance and charter school sustainability. Within each Leadership Competency lies a more discrete set of skills, knowledge, and dispositions. Some competencies will be coached in the program, but other competencies must by their very nature be prerequisites for selection.

HE **Holding High Expectations for All**

CR **Modeling Cultural Respect & Awareness**

OC **Overcoming Complex Challenges**

FV **Fostering a Vision of Academic Achievement**

SG **Stewarding a Culture of Growth**

EC **Enabling Effective Collaboration**

IF **Improving Instruction with Feedback**

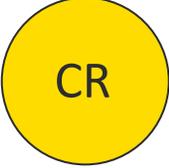
BR **Building Meaningful Relationships**

DO **Managing Data & Operations**

HE

Holding High Expectations for All

A non-negotiable of selection for the New School Design Project is the commitment to high expectations for all kids, regardless of race, socioeconomic background, or any other factor. Fellows espouse an unwavering belief in the potential of all students to achieve academic success. This is a disposition that cannot be coached during the program; rather, it must be screened for during selection.

CR

Modeling Cultural Respect & Awareness

Our Fellows must demonstrate respect for the cultures of the Alabama communities they aim to serve. This means valuing cultural traditions and norms and building an inclusive environment that embraces the community. This Leadership Competency is another disposition that will be screened for during selection.

OC

Overcoming Complex Challenges

As charter school leaders, our Fellows will likely face repeated challenges in academic, political, financial, and legal arenas. As such, they must demonstrate the relentlessness, resourcefulness, and sense of urgency needed to overcome such hurdles for the betterment of their students. As a prerequisite for selection, each Fellow must display a propensity for perseverance in the face of challenges.

FV

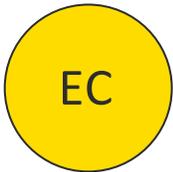
Fostering a Vision of Achievement

First and foremost—in the creation of a new charter school—the leader must be able to set a meaningful vision and mission for what the school will become. The leader must have the capacity to articulate that vision to all stakeholders and ensure alignment of everything that happens within the school to that vision and mission. The leader must be able to drive the development of goals aligned to the vision. Finally, the leader must model the values that are inherent in that vision and cultivate a culture that reflects those values.

SG

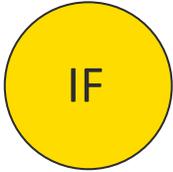
Stewarding a Culture of Growth

As culture is a derivative of the vision, charter school leaders must know to align school culture to the vision. They must understand how to create a positive, personalized, and motivating learning environment in which all kids can succeed, and they must have a toolkit of strategies for stewarding and redirecting the desired culture when necessary. This means being able to enlist teachers, students, parents, and any other stakeholders necessary in efforts to ensure the right culture.



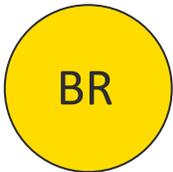
Enabling Effective Collaboration

Charter school leaders must understand best practices for promoting shared leadership and effective collaboration among faculty. They have to know how to leverage professional learning communities to ensure alignment and promote sharing of best practices, and they must have the creativity to schedule ample time for collaboration while not impeding on individual planning time. They also need the skills to facilitate meaningful collaboration that involves goal setting, data analysis, and reflective planning—all aligned to the school’s mission, vision, and goals.



Improving Instruction with Feedback

Perhaps the most important quality of the school leader is the ability to drive results. Charter school leaders have to assume the role of instructional leader in the building, and therefore, must be able to improve instruction with feedback. This means setting personalized goals for instruction, giving meaningful and consistent feedback on progress towards those goals, and being able to reflect on success at the end. To effectively do so, administrators need a deep bench of skills in the areas of observation and feedback.



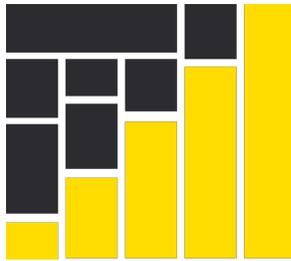
Building Meaningful Relationships

Charter school leaders also must be adept at cultivating relationships and leaning on critical stakeholders. They have to identify persons of influence in their network and community, and they must be able to leverage those relationships for advocacy and finance. Some of the necessary skills include the ability to persuade others for the sake of the cause, the ability to build coalitions, and the ability to motivate. Deeply entrenched in the ability to build meaningful relationships is a sense of civic awareness—knowing the local context and anticipating challenges and opportunities accordingly.



Managing Data & Operations

Effective leaders must have a systemic reliance on data for decision-making, and they must have robust systems for managing that data. This means data for academic decision-making as well as operational and even political decision-making. They must be aware of all local, state, and federal regulations, and they must build efficient systems for compliance accordingly. Moreover, charter school leaders have to continuously seek opportunities to streamline operations, improve cost-effectiveness, and reduce wasted time and resources.



RECRUITMENT

What factors do we consider in the selection process?



Achievements & Experiences

We believe ample talent exists within Alabama and the broader Deep South to support a thriving charter sector in our state, and the sector needs access to that talent for purposes of scale and sustainability. We look for leaders with significant, diverse personal achievements and experiences, especially achievements and experiences related to the students and the community they intend to serve.



Results

Among the 50 states, Alabama ranks as the worst in NAEP Math scores and nearly worst in NAEP Reading. Similarly, the state ranks 45th in College Readiness. Therefore, it is critical that candidates be able to objectively and measurably demonstrate their positive effect on student achievement. Moreover, candidates should be able to justify their proposed academic model with data-based results or research-based evidence.



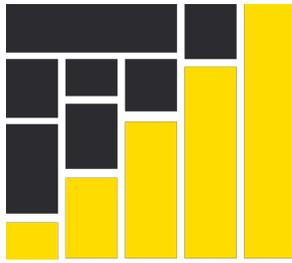
Commitment

Because it is imperative that Alabama's first school networks have stability of leadership, candidates will also be screened during the selection process for their long-term commitment to the proposed charter school effort. Additionally, a component of the vetting process will include the candidate's personal connection with Alabama and the proposed location of the school(s).



Leadership Competencies

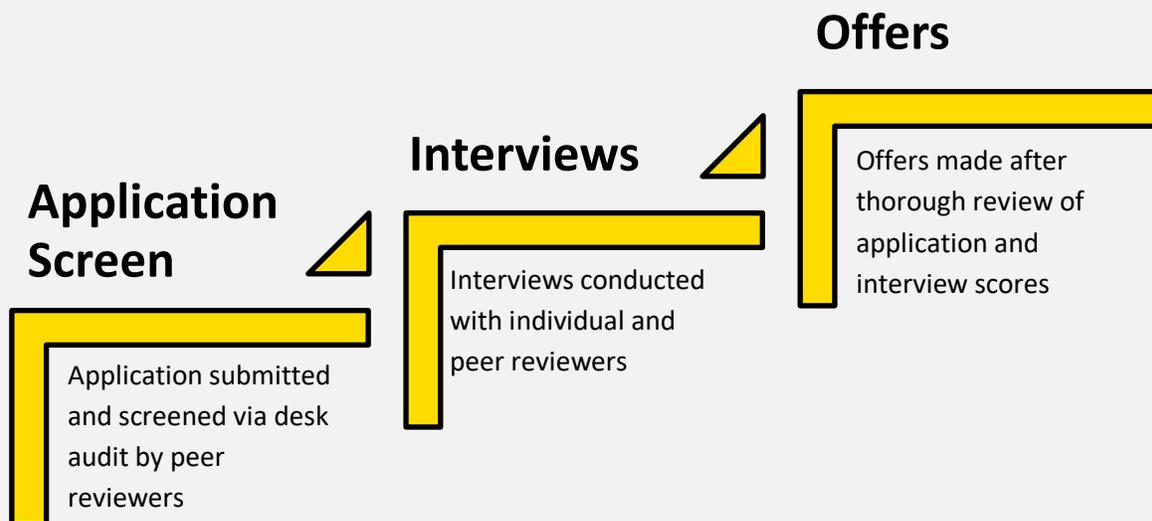
One of the most important parts of the recruitment and selection process is the discernment of the candidate's Leadership Competencies.



APPLICATION & SELECTION

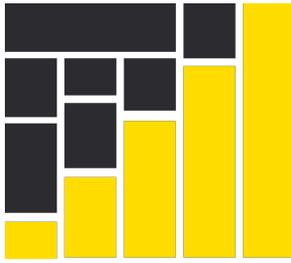
What does our selection process look like?

STAGES OF THE SELECTION PROCESS



The first stage of the selection process is the Application Screen. This is a desk audit to ensure that the application has been completed in full and that the application at least meets minimum standards to merit an interview. The interview follows a template script to ensure fairness and to ensure that all of the necessary information is gleaned; however, interviewers may stray from the template to probe for more information or to follow-up on questions that have not been satisfactorily answered. Interviews will be done in person except for rare exceptions.

Fundamentally, from each individual in the interview stage, we aim to determine his or her level of strength on each of our leadership competencies, as well as his or her length of commitment to the pledged school.



TRAINING

How does our training reflect our goals and Leadership Competencies?

The New School Design Project takes a comprehensive approach to school leadership preparation. The two-year program includes three primary training components:

First, the New School Design Project—via the KIPP Fisher Fellowship—delivers training offsite on the research-based skills that are essential to effective charter school leadership. These are the concrete, must-have skills that align with our Leadership Competencies.

Second, the curriculum delivers deep knowledge of all of the specific compliance requirements that Alabama charter school administrators must know.

Third, the New School Design Project includes an opportunity for an administrative residency in which each Fellow will serve as an apprentice to a veteran administrator with a proven, successful charter network.

In addition to the three components, the New School Design Project includes step-by-step guidance and assistance with the charter school application process in Alabama.

Ultimately, the goal of the New School Design Project is to increase the number of quality school choices available to students in Alabama. By equipping new charter school leaders with the tools to build and lead outstanding schools, and by preparing them to successfully navigate Alabama compliance requirements, the New School Design Project can steadily increase the number of high-quality school options available to children in the state.

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION



START-UP PUBLIC CHARTER SCHOOL

APPLICATION

November 1, 2017

START-UP PUBLIC CHARTER SCHOOL APPLICATION INSTRUCTIONS

This application is based on all key public charter school application components required by the Alabama School Choice and Student Opportunity Act, Ala. Code §16-6F-1, et seq, Act 2015-3. Therefore, the Alabama Public Charter School Commission requires all start-up public charter school applicants to use this application form.

1. At a minimum, read and become familiar with the following documents:

- *Alabama School Choice and Student Opportunity Act (Act 2015-3)*
- *Public Charter School Rules and Regulations*
- **Principles & Standards for Quality Charter School Authorizing (2012 Edition)*
*Taken from National Association of Charter School Authorizers (NACSA)
- Other Alabama State Department of Education Public Charter Schools resources and links found at www.alsde.edu
- Applicable federal laws

NOTE: The content of this application must rely significantly on the information shown above.

2. Complete all information in each section of the application in the order in which it is listed:

I. Formal cover letter to the Alabama Public Charter School Commission signed and dated by the appropriate applicant governing board member and/or key school leader.

- **Acknowledgement and Attribution**
 - The cover letter must include a statement of acknowledgement and attribution, as discussed in the introduction of this document, if applicable.
 - Likewise, the charter authorizer's public charter school application must also require that the public charter school applicant acknowledge and attribute professional entities' permission to use their resource, if applicable.

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NOTE: Each section of this application must be accurately completed and submitted before the Alabama Public Charter School Commission will review the application to become a public charter school in the proposed local school board jurisdiction. The application must be fully executed (signed and dated) in all pertinent sections where indicated for it to be deemed under submission and ready for review.

3. Use a legible font and point size throughout the application.
4. The original hard copy of the application must be received by the Alabama Public Charter School Commission in sufficient time for Commission review and approval and to allow for a successful opening of school OR no later than August 1, 2016.
5. Scan and electronically mail the completed application to [REDACTED] Mail or hand-deliver the completed hard copy with original signatures to:

Alabama Public Charter School Commission
ATTN: Mrs. Logan W. Searcy
Alabama State Department of Education
P. O. Box 302101
Montgomery, AL 36130-2101

6. The Alabama Public Charter School Commission will notify the public charter school applicant contact person regarding the school's application status upon completion of a review of the application.
7. For technical assistance, contact Logan Searcy at [REDACTED]

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ATTACHMENTS REFERENCED IN APPLICATION

Attachment 1—Overview of Planned Curriculum

Attachment 2—School’s Curriculum

Attachment 3—Complete Set of the School’s Proposed Learning Standards for Each Grade the School Will Serve

Attachment 4—School’s Exit Standards for Graduating Students

Attachment 5—Annual Academic Schedule, Including Proposed Calendar for the First Year of Operation, and Including Total Number of Days/Hours of Instruction

Attachment 6—Structure of the School Day and Week, Including Number of Instructional Hours/Minutes for Subjects, Length of School Day, Start and Dismissal Times, Reason Schedule is Optimal for Student Learning, Minimum Time Per Day/Week Devoted to Academic Instruction By Grade, and Sample Daily and Weekly Schedule

Attachment 7—School Enrollment Plan

Attachment 8—School’s Approach to Student Discipline

Attachment 9—Plan to Inform Students and Parents of School Discipline Policy

Attachment 10—Qualifications, Resume, and Professional Biograph of Principal/Head of School Candidate

Attachment 11—Job Description or Qualifications, Timeline, Criteria, and Recruitment/Selection Process for Principal/Head of School Candidate (if not hired)

Attachment 12—Qualifications, Resumes, Professional Biographies of School’s Leadership/Management Team Members

Attachment 13—Proof of 501(c)3 Non-Profit Status and Federal Tax-Exempt Status (or copies of filings for such)

Attachment 14—School Governing Documents Already Adopted (such as Board Policies)

Attachment 15—School Organizational Chart

Attachment 16—Governing Board Bylaws

Attachment 17—Complete Staffing Chart

Attachment 18—Personnel Policies or Employee Manual (if developed)

Attachment 19—Leadership Evaluation Tool(s)

Attachment 20—Educator Evaluation Tool(s)

Attachment 21—Facility Memorandum of Understanding or Proof of Intent to Secure Facility and Brief Description of Location, Size, Amenities

Attachment 22—Supporting Documents Providing Details of Facility

Attachment 23—Detailed Start-Up Plan for School

Attachment 24—School Transportation Plan

Attachment 25—School Insurance Coverage Including Description and Levels of Coverage

Attachment 26—Budget Narrative Including Detailed Description of Assumptions and Revenue and Expense Estimates, Etc.

INTRODUCTION

PURPOSE

Applications for a start-up public charter school must be submitted to the local school board in which the public charter school will be located if the local school board has elected to be an authorizer of charter schools. Each applicant must first check with the local school board to ascertain whether it is an authorizer of charter schools (please also refer to the Alabama State Department of Education Public Charter School Web site for a list of approved authorizers). If the local school board is NOT a registered authorizer or if an application to form a public charter school is denied by the local school board, then the application will be denied and the applicant may apply directly to the Alabama Public Charter School Commission as the authorizer. The authorizer will evaluate the application and approve or deny the application for a start-up public charter school based on the educational needs identified by the authorizer. The authorizer cannot approve a public charter school application that includes a parochial or religious theme or includes admission requirements for students, such as financial means, academic proficiency, or particular skills or competencies. If the applicant intends to contract with an education service provider for substantial education or management services, this relationship must be articulated in the public charter school application. **NOTE:** *This application form addresses all required components of Requests for Proposals stipulated in Act 2015-3, Section 7. (a)(8).*

TAILORING TO SPECIFIC NEEDS

All of the information contained in the start-up public charter school application must reflect the original work of the applicant. No portion of the application content may be appropriated as original product.

ATTRIBUTION

Some professional entities allow non-commercial reuse of content when proper attribution is provided. If a charter applicant elects to use another professional entity's content or work product, the applicant must seek the entity's permission for reuse and then meet its requirements for reusing, acknowledging, and attributing the work back to the entity.

COMMISSION'S ACKNOWLEDGMENT AND ATTRIBUTION

The Alabama Public Charter School Commission appreciates and acknowledges the Alabama State Department of Education, Public Charter Schools Section; the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/>; and the Washington State Charter School Commission at <http://charterschool.wa.gov/> for granting permission to review, modify, and use their application forms to create this start-up public charter school application for use by the Alabama Public Charter School Commission. By combining components of the NACSA and the Washington State Commission's documents, the Commission was able to tailor this application to meet the needs of Alabama's start-up public charter schools pursuant to Alabama law.

Cover Sheet & Enrollment Projection

Name of proposed school: _____

Primary contact person(s): _____

Mailing address: _____

Street/ PO Box

City

State

Zip

Phone: (day) _____ (evening) _____

Email address: _____ Fax: _____

Primary contact for facilities planning: _____

Phone Number: _____ E-mail: _____

Name of entity or interest group applying: _____

Names, roles, and current employment of all persons materially involved in the preparation of this application or the organization or governance of the proposed school (*you may add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School

Does this applicant entity or interest group have charter school applications under consideration by any other authorizer(s) in the United States? _____ Yes _____ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide school opening information.

Opening Year	*Geographic Area	Opening Grades	Grade Levels at Full Enrollment

*Identification of geographic area may be as specific as a school zone or as general as the school district targeted for school location but it must include the name of the local education agency (LEA) with authority over the area of the proposed school. Additionally, it may also include a specific neighborhood or school with the LEA.

Model or focus of proposed school (e.g., arts, college preparation, dual-language, and/or other):

Does the school intend to contract with a third-party education service provider (ESP) to manage the educational program and operations of the school?

_____ Yes _____ No

If Yes, identify the ESP or other partner organization: _____

Does the school intend to partner or be affiliated with an organization through which a single governing board governs or will govern multiple schools?

_____ Yes _____ No

If Yes, identify the organization:

Proposed Principal/Head of School Information (if identified):

Name of proposed principal candidate: _____

Current employment: _____

Daytime phone: _____ Cell: _____

E-mail: _____

Executive Summary

The executive summary should provide a concise statement/synopsis of the following:

- The proposed plan for the school.
 - The geographic and population considerations of the school environment.
 - The challenges particular to those considerations.
 - The applicant team’s capacity to successfully open and operate a high-quality school given the above considerations.
- 1. Mission and Vision.** State the mission and vision of the proposed school. The mission statement describes the fundamental purpose of the school, relating why it will exist. The vision statement outlines how the school will operate and what it aims to achieve in the long term. The mission and vision statements provide the foundation for the entire proposal.

The mission and vision statements, when combined, should:

- Identify the students and community to be served.
 - Illustrate what success will look like.
 - Align with the purposes of the *Alabama School Choice and Student Opportunity Act* (Act 2015-3) and the authorizer’s stated priorities for schools.
- 2. Educational Need and Anticipated Student Population.** Describe the anticipated student population, the students’ anticipated educational needs, and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and student body. Identify any enrollment priorities on which the program is based consistent with student enrollment eligibility and selection criteria.
 - 3. Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies, and non-negotiables of the school model. Describe evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school is projected to do more effectively than the schools that are now serving the targeted population and how the school plans to achieve its goals.
 - 4. Community Engagement.** Describe the relationships that have been established to generate community engagement in and support for the proposed school and how needs and/or solicited support for the school have been assessed. Briefly describe these activities and summarize the results.
 - 5. Leadership and Governance.** As an attachment, list the members of the school’s proposed leadership team and governing board, including their roles with the school, their current job titles and employers, and full resumes (including contact information and professional biographies for each individual listed).

6. Enrollment Summary. Complete the following table, removing any rows for grades the school will not serve.

Grade Level	Number of Students					
	Year 1 20____	Year 2 20____	Year 3 20____	Year 4 20____	Year 5 20____	At Capacity 20-____
Pre-K						
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

Section 1. Educational Program Design & Capacity

Education Program Overview

Summarize the education program, including primary instructional methods and assessment strategies, and any non-negotiable elements of the school model. Briefly describe the research-based evidence that has demonstrated success for this education program with the anticipated student population.

Curriculum and Instructional Design

Propose a framework for instructional design that both reflects the needs of the anticipated population and ensures all students will meet or exceed applicable standards of academic proficiency.

1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

2. Provide an overview of the planned curriculum, including, as an **attachment (Attachment 1)**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In an **attachment (Attachment 2)** explain the school's curriculum; its correlation to the Alabama standards; the specific instructional materials to be used to implement the curriculum; and the process your school will follow to evaluate, review, and revise its curriculum on an annual basis.

3. Describe the primary instructional strategies that the school will expect educators to use and why they are well suited for the anticipated student population. Describe the methods and systems that educators will utilize to provide differentiated instruction to meet the needs of all students.

Student Performance Standards

Responses to the following items regarding the proposed school's student performance standards must be consistent with applicable state and authorizer standards.

1. Describe the student performance standards for the school as a whole.

2. Provide, in an **attachment (Attachment 3)**, a complete set of the school's proposed learning standards for each grade the school will serve. Address the skills and knowledge each student

will be expected to attain by the end of each grade. Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.

3. If you plan to adopt or develop additional academic standards beyond the applicable state and authorizer standards, explain the types of standards (e.g., content areas, grade levels, and/or others). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example and explain how these additional standards exceed applicable state and authorizer standards.

4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.

5. Provide, in an **attachment (Attachment 4)**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements

High schools will be expected to meet the applicable state and authorizer graduation requirements.

1. Describe how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed applicable state and authorizer standards, explain the additional requirements.

2. Explain how the graduation requirements will ensure students' college or career readiness, and/or both, or other postsecondary opportunities (e.g., postsecondary education, career/technical training, military service, or workplace readiness).

3. Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school. Explain how the calendar reflects the needs of the educational program. In an **attachment (Attachment 5)**, provide the school's proposed calendar for the first year of operation, including total number of days/hours of instruction.

2. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for subjects such as English language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. This response should include, in an **attachment (Attachment 6)**, a sample daily and weekly schedule.

School Culture

1. Describe the culture of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.

2. Explain plans for creating and implementing this culture for students, educators, instructional leaders, and parents starting with the first day of school. Describe the plan for transitioning students who enter school mid-year into the school's culture.

3. Explain how the school culture will take account of and serve students with disabilities, students who are English learners (EL), and any students who are academically below grade level.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for summer programs.

2. Describe the extra- and/or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded and delivered.

3. Describe the programs or strategies that will be used to address students' mental, emotional, and social development and health.

4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including, but not limited to, students with Individualized Education Programs (IEPs) or Section 504 plans; English Learners (EL); students identified as intellectually gifted; and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

2. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports the school will provide for these students.

3. Explain more specifically how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities. Specify the programs, strategies, and supports the school will provide, including the following:

- a. Methods for “identifying, locating, and evaluating” students with disabilities who are in need of special education and related services; (and avoiding misidentification).
- b. Plans for hiring and evaluating certified special education teachers and licensed related service providers, including projecting adequate staffing for the anticipated population of students.
- c. Specific instructional programs, practices, and strategies the school will employ to ensure students with disabilities are provided a free appropriate public education in the least restrictive environment.
- d. Plans regarding continuum of placements, access to the general education curriculum, and the opportunity for students with disabilities to be educated with non-disabled peers to the greatest extent appropriate.
- e. Plans for monitoring and evaluating the progress and success of students with disabilities.
- f. Plans for promoting college- and career-readiness for students with disabilities, including high school graduation and post-school indicators.
- g. Plans regarding self-monitoring of disproportionality in the areas of identification, least restrictive environment, and disciplinary actions, including suspension/expulsion of students with disabilities. Self-monitoring of disproportionality should include an understanding of the coordinated early intervening services (CEIS) requirements when significant disproportionality has been determined by the Alabama State Department of Education/Special Education Services.
- h. Self-monitoring methods to evaluate procedural and substantive compliance with special education rules and regulations.

4. Explain how the school will identify and meet the needs of intellectually gifted learners, including the following:
 - a. Approach to defining gifted, methods for ensuring equity and comparability in identification of students in need of gifted services, and methods for monitoring and ensuring racial equity in the gifted program.
 - b. Certification requirements for gifted specialists and professional development targets for general education teachers who teach gifted learners.
 - c. Methods for ensuring the needs of gifted learners are met and continuum of service delivery options that will be offered (e.g., pull-out classes, advanced classes, interest clusters, cluster grouping with differentiated curriculum for gifted learner, acceleration procedures, field studies, mentors, all of the above).
 - d. Methods for determining cognitive and affective growth among gifted learners.
 - e. Procedures related to the monitoring of achievement data for gifted learners, including plans for disaggregation and distribution of results to parents.
 - f. Self-monitoring methods for the gifted program, including what, when, and by whom.

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5. Explain how the school will meet the needs of English Learner (EL) students, including the following:
 - a. Methods for notifying parents/caregivers in a language they understand about the procedures that the school will use to identify EL students for possible language acquisition support.
 - b. Methods for identifying and evaluating EL students with disabilities in a timely manner by administering special education evaluations in the child’s native language, unless it is clearly not feasible to do so (ensuring that a student’s language needs can be distinguished from a student’s disability related needs).
 - c. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - d. Plans for monitoring and periodic evaluation of the progress and success of EL students, including using a reliable English language proficiency (ELP) assessment that tests in the four language domains, identifying benchmarks for exiting students from EL services, and defining plans for providing follow-up support for at least two years after students exit the program;
 - e. Means for providing qualified staffing for EL students.

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Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and parents. Specifically describe the plan for outreach to students and families who have an economic or academic disadvantage that requires special services and assistance to succeed in educational programs. Those students include, but are not limited to, students who are members of economically disadvantaged families, students who are identified as having special needs, students who are limited in English proficiency, students who are at risk of dropping out of high school, and students who do not meet minimum standards of academic proficiency.

[Empty text box]

2. Explain the plan for admitting students based on a random selection process if more students apply for admission than can be accommodated.

[Empty text box]

3. Explain the school’s policy regarding enrollment preferences with respect to students who reside within the former attendance area; students within the local school system; students outside of the local school system; previously enrolled students; siblings of students; and children of founders, governing board members, and full-time employees.

[Empty text box]

4. Provide, as an **attachment (Attachment 7)**, the school’s enrollment plan, which should include the school’s plan for maintaining records on all enrolled students utilizing the state-adopted Alabama Student Information System (ASIM).

[Empty text box]

Student Discipline

Describe in detail the school’s approach to student discipline. Provide, as an **attachment (Attachment 8)**, the school’s proposed discipline policy. The proposed policy must comply with any applicable state and federal laws and authorizer policies. The description of the school’s approach and the proposed policy should address each of the following:

1. Practices the school will use to promote good choices, including both penalties for infractions and incentives for positive behavior.
2. A list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
3. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
4. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation or disciplinary rules or regulations, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students with disabilities who are expelled or out of school for more than ten days.

[Empty text box]

5. Provide, as an **attachment (Attachment 9)**, how students and parents will be informed of the school’s discipline policy.

[Empty text box]

Parent and Community Involvement

1. Describe the role of any parents and community members involved to date in developing the proposed school.

[Empty text box]

2. Describe what you have done to assess and build parent and community support for your school and how you will engage parents and community members from the time that the school is approved through opening.

[Empty text box]

3. Describe how you will engage parents in the life of the school (including any proposed governance roles described in Act 2015-3). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

[Empty text box]

4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships, including any fee-based or in-kind commitments.

[Empty text box]

Educational Program Capacity

1. Identify the key members of the school’s leadership team. Identify *only* individuals who will play a substantial and ongoing role in school development, governance, and/or management and will thus share responsibility for the school’s educational success. These may include current or proposed governing board members, school instructional leadership/management, and any essential partners who will play an important ongoing role in the school’s development and operation.

[Empty text box]

Describe the team’s individual and collective qualifications for successfully implementing the school design, including capacity in areas such as:

- School leadership, administration, and governance.
- Curriculum, instruction, and assessment.
- Performance management.
- Parent and community engagement.

[Empty text box]

Describe the team’s ties to and/or knowledge of the target community.

[Empty text box]

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned roles and any resources they have contributed or plan to contribute to the school’s development.

[Empty text box]

3. Identify the principal/head of school candidate and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing public charter school. If the proposed leader has never managed a school, describe any previous leadership roles or leadership training programs that (s)he is currently participating in or has completed. Also provide, as an **attachment (Attachment 10)**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader’s ability to effectively serve the anticipated population.

If no candidate has been identified, provide, as an **attachment (Attachment 11)**, the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school instructional leader/administrator.

4. Describe the responsibilities and qualifications of the school’s leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as an **attachment (Attachment 12)**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including 501(c)3 non-profit status and federal tax-exempt status. In an **attachment (Attachment 13)**, provide proof of 501(c)3 non-profit status and federal tax-exempt status (or copies of filings for the preceding items). Also, include as an **attachment (Attachment 14)** any governing documents already adopted, such as board policies.

Organizational Chart

Submit, as an **attachment (Attachment 15)**, an organizational chart that clearly presents the school's organizational structure, including lines of authority and reporting between the governing board, staff, and any related bodies (such as advisory bodies or parent/educator councils) and any external organizations that will play a role in managing the school.

The organizational chart should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational chart should also document clear lines of authority and reporting within the school.

Governing Board

1. Explain the governance bylaws that will guide the board, including the nature and extent of involvement by key stakeholder groups. Provide the governing board's bylaws as an **attachment (Attachment 16)**.

2. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the principal/head of school and any advisory bodies. Describe the governing board's size, current composition, and desired composition; powers; and duties. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that (a) the school will be an educational and operational success; (b) the board will evaluate the success of the school and school leader(s); and (c) there will be active and effective representation of key stakeholders, including parents.

3. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's governing board. Provide full resumes

regarding the expertise and background of the proposed founding governing members.

4. If the current applicant entity or interest group does not include the initial governing board, explain how and when the transition to the formal governing board will take place.

If this application is being submitted by an existing non-profit organization, respond to the following:

- a. Will the existing non-profit board govern the new school, or has the school formed a new non-profit corporation governed by a separate board?
- b. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
- c. If a new board has been formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

5. Explain the procedure by which governing board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

6. Describe how the governing board will provide evidence of its compliance and adherence to the Alabama State Ethics Law, Open Meetings Act, Public Records law, and all other specific state laws referenced in Act 2015-3, if applicable.

7. Identify any existing relationships that could pose actual or perceived conflicts of interest if the application is approved. Discuss specific steps that the governing board will take to avoid any actual conflicts and to mitigate perceived conflicts.

8. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added? How will vacancies be filled? What are the priorities for recruitment of additional board members? What types of orientation or training will new board members receive, and what type of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.

Advisory Bodies

Describe any advisory bodies or councils (e.g., parent and educator councils) to be formed, and include the roles and duties of any such body. Describe the planned composition of each advisory

body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school’s governing body and leadership.

Staffing

Staff Structure

Provide, as an **attachment (Attachment 17)**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:

- a. Year 1 positions as well as positions to be added in future years.
- b. Administrative, instructional, and non-instructional personnel.
- c. The number of classroom educators, paraprofessionals, and specialty educators.
- d. Operational and support staff.

Explain how the relationship between the school’s leadership/administrative team and the rest of the staff will be managed.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as an **attachment (Attachment 18)**, any personnel policies or an employee manual if developed.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.

3. Describe the proposed school’s strategy, plans, and timeline for recruiting and hiring the teaching staff. Explain other key selection criteria and any special considerations relevant to your school design.

4. Act 2015-3, Section 9. (e)(1).
Provide an assurance that public charter schools shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff. In accordance with subsection (a), teachers in public charter schools shall be exempt from state teacher certification requirements.

- Approaches to earning Alabama Educator and/or Leadership Certification for individuals working in conversion public charter schools or start-up public charter schools are the same as those for individuals in the public local education agencies of Alabama.
- After approval of a public charter school, a certification specialist at the Alabama State Department of Education (ALSDE) will be available to help the school’s human resource department to provide assistance with certification approaches and/or questions just as they do with local education agencies and registered private schools in Alabama.

5. Outline the school’s procedures for hiring and dismissing school personnel.

6. Include a statement acknowledging the school’s understanding of the ALSDE, Educator Certification Section, criminal history background check process and, if approved, the school’s plan to comply with this process. Information can be found at www.alsde.edu/EdCert (Background Clearance).

Act 2015-3, Section 9(d)(1).

Public charter schools shall be subject to the same civil rights, health, and safety requirements, including, but not limited to, state and local public health and building codes, employee fingerprinting, and criminal background checks applicable to other public schools in the state except as otherwise specifically provided in this Act.

7. Explain how the school instructional leader(s)/administrator(s) will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 19)**, any leadership evaluation tool(s) that already exist(s) for the school.

8. Explain how educators will be supported, developed, and evaluated each school year. Provide, as an **attachment (Attachment 20)**, any educator evaluation tool(s) that already exist(s) for the school.

9. Explain how the school intends to handle unsatisfactory instructional leadership/administrator or educator performance, as well as instructional leadership, administrator, and/or educator changes and turnover.

Professional Development

Describe the school’s professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

2. Discuss the components of professional development and how these components will support effective implementation of the educational program. Discuss the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and describe how such time will typically be used.

Performance Management

The authorizer will evaluate the performance of every school annually and for renewal and revocation purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter contract. The academic performance standards will consider status, growth, and comparative performance based on applicable state, federal, and school-specific measures. The financial performance standards will be based on generally accepted accounting principles for sound financial operation. Additionally, the school shall annually engage an independent certified public accountant to do an independent audit of the school's finances. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the authorizer's performance standards with school-specific academic or organizational goals.

1. Describe the school's mission-specific educational goals and targets. State goals clearly in terms of the measures or assessments the school plans to use.

2. Describe any mission-specific organizational goals and internal and external measures and assessments the school plans to use. State goals clearly in terms of the measures or assessments the school plans to use.

3. In addition to all applicable mandatory state assessments, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and applicable state standards.

4. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

5. Identify who will be responsible for managing the data, interpreting it for classroom educators, and leading or coordinating professional development to improve student achievement.

6. Explain the training and support that school leadership and educators will receive in analyzing, interpreting, and using performance data to improve student learning.

7. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the schoolwide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

Facilities

If the school is seeking to utilize an existing public school facility made available by the charter authorizer, complete Part A and Part B. If the school intends to identify and operate in an independent facility, complete only Part B.

Part A. Existing Public Facilities (if available)

1. Describe the basic facilities requirements for accommodating the school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.

2. List anticipated specialty classroom needs, including the number of each type and the number of students to be accommodated at one time. Specialty needs may include, but are not limited to, the following:

Type of Anticipated Specialty Classrooms	Number	Number of Students to be Accommodated at One Time
a. Science lab		
b. Art room (with or without kiln)		
c. Computer lab		
d. Library/media center		
e. Performance/dance room		
f. Auditorium		
g. Other (please list)		

3. List anticipated administrative/support space needs, including the anticipated number of the following:

Anticipated Administrative/Support Space Needs	Number
a. Main office	
b. Satellite office	
c. Work room/copy room	
d. Supplies/storage rooms	
e. Educator work rooms	
f. Other (please list) _____	

4. List which, if any, of the following are essential to fulfillment of the school's athletic program:

Type	Check if Essential
a. Gymnasium	
b. Locker rooms	
c. Weight rooms	
d. Field(s) (football, soccer, multi-purpose)	
e. Baseball/softball field	
f. Other (please list) _____	

5. Identify any other significant facilities needs not already specified, including:

a. Playground
b. Large common space for assemblies and other large-group meetings
c. Other special considerations (identify and explain)

6. Does the applicant have specific desired location(s) different from those being made available by the authorizer? Yes _____ No _____
If Yes and the applicant has a specific facility under consideration, identify by current school name and/or neighborhood (you may add rows to the table as needed).

Desired Location(s):	
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7. Is the applicant willing to share a facility with another school? Yes _____ No _____
If so, identify by school name and/or neighborhood (you may add rows to the table as needed)

Desired School Name and/or Neighborhood:	
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8. Please identify funding sources to be used for facility upgrades and/or new construction.

Funding Source(s) for Facility Upgrades	
---	--

and/or New Construction:	
--------------------------	--

9. Discuss contingency plans in the event you do not receive a facility from the authorizer.

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Part B. Independent Facilities

If you intend to operate in an independent facility, describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, and financing. If you currently hold a facility or have a Memorandum of Understanding or other proof of intent to secure a specific facility, please provide proof of the commitment as an **attachment (Attachment 21)**. Briefly describe the facility including location, size, and amenities. Provide, as an **attachment (Attachment 22)**, supporting documents providing details about the facility, as needed. Public charter school facilities must comply with applicable state, local and authorizer health and safety requirements. In addition, applicants must be prepared to follow applicable city planning review procedures. **NOTE:** Public charter school facilities shall comply with Act 2015-3, Section 11. (a), regarding access to Alabama Public School and College Authority (PSCA) funds.

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Start-Up & Ongoing Operations

1. Provide, as an **attachment (Attachment 23)**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.

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2. Provide, as an **attachment (Attachment 24)**, the school's plan for all transportation (including field trips, extra-curricular and co-curricular activities, food services, and all other significant operational and auxiliary services).

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3. Provide the school's plan for safety and security for students, staff, facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

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4. Provide, as an **attachment (Attachment 25)**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage.

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Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:
- Staffing.

- Professional development.
- Performance management.
- General operations.
- Facilities management.

2. Describe the organization’s capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.

2. Describe the roles and responsibilities of the school's administration and governing board for the school finances and distinguish between each party.

3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.

4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit, annual financial report, monthly check register, and monthly financial reports.

5. Describe any services to be contracted, such as business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.

6. Describe the school's plans for obtaining liability insurance to indemnify the school, its board, staff, and educators against tort claims.

7. **Budget Narrative:** As an **attachment (Attachment 26)**, present a detailed description of assumptions and revenue and expense estimates, including, but not limited to, the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).

- a. Per-Student State Revenue. Use the figures below in developing your budget assumptions.
- b. Anticipated Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's operation depends.
- c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- d. Year 1 cash flow contingency in the event that revenue projections are not met in advance of opening.
- e. Start-up and five-year budgets with clearly stated assumptions.

Financial Management Capacity

Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following:

- Financial management.
- Fundraising and development.
- Accounting and internal controls.

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ALABAMA PUBLIC CHARTER SCHOOL COMMISSION



PUBLIC CHARTER SCHOOL CONTRACT

2018

CHARTER CONTRACT FOR CHARTER AUTHORIZERS

PURPOSE

Pursuant to the *Alabama School Choice and Opportunity Act* (Act 2015-3), the Alabama Public Charter School Commission (Commission) reviews applicable applications; approves or rejects applicable applications; enters into charter contracts with applicants; oversees public charter schools; and decides whether to renew, not renew, or revoke charter contracts. A charter contract is a fixed-term renewable contract between a public charter school and an authorizer (Commission) that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract.

ATTRIBUTION

Some professional entities allow noncommercial re-use of content when proper attribution is provided (e.g., see the COMMISSION'S ACKNOWLEDGEMENT AND ATTRIBUTION shown below). If the Commission elects to use other professional entities' resources in developing a charter contract and/or any other public charter school document, the Commission must seek the entity's permission for re-use; then meet its requirements for re-using, acknowledging, and attributing their work back to them.

COMMISSION'S ACKNOWLEDGMENT AND ATTRIBUTION

The Alabama Public Charter School Commission appreciates and acknowledges the Alabama State Department of Education, Public Charter Schools; the National Association of Charter School Authorizers (NACSA) at <http://www.qualitycharters.org/>; and the Washington State Charter School Commission at <http://charterschool.wa.gov/> for granting permission to review, modify, and use content from several of their documents to create this contract for start-up public charter schools in Alabama. By combining content from these entities, the Commission was able to tailor this contract to meet the needs of the Commission pursuant to Act 2015-3.

PUBLIC CHARTER CONTRACT

INSTRUCTIONS

NOTE

This contract is based on key charter contract components required by Act 2015-3. **At a minimum, the charter contract must rely on the following information:**

- [Alabama School Choice and Student Opportunity Act \(Act 2015-3\)](#)
 - [Public Charter School Rules and Regulations](#)
 - [*Principles & Standards for Quality Charter School Authorizing \(Most Recent Edition\)](#)
 - *Taken from [National Association of Charter School Authorizers \(NACSA\)](#)
 - Other Alabama State Department of Education [Office of Public Charter Schools Resources and Links](#)
- 2. Commission/Governing Board Acknowledgement and Attribution**
- **The charter contract *must include a statement of acknowledgement and attribution*, as discussed in the introduction of this document, *if applicable*.**
- 3. The charter contract must fully address all components listed under each section listed below.**
- Terms and Conditions
 - Parties
 - Recitals
 - Article I: Purpose, Term and Conditions Precedent
 - Article II: Definitions
 - Article III: School's Purpose
 - Article IV: Governance
 - Article V: General Operational Requirements
 - Article VI: Enrollment
 - Article VII: Tuition and Fees
 - Article VIII: Educational Program/Academic Accountability
 - Article IX: Financial Accountability
 - Article X: School Facilities
 - Article XI: Employment
 - Article XII: Insurance and Legal Liabilities
 - Article XIII: Oversight and Accountability
 - Article XIV: Commission's Rights and Responsibilities
 - Article XV: Breach of Contract, Termination, and Dissolution
 - Article XVI: Miscellaneous Provisions
 - Article XVII: Notice

ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

PUBLIC CHARTER SCHOOL CONTRACT

Issue Date:

CHARTER SCHOOL CONTRACT
FOR THE OPERATION OF

PARTIES:

Authorizer Name: ALABAMA PUBLIC CHARTER SCHOOL COMMISSION

[GOVERNING BOARD NAME and EIN NUMBER]

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PARTIES

This agreement is executed on this _____ day of _____ 2____ [MUST BE WITHIN 60 DAYS OF APPROVAL OF THE APPLICATION] by and between the Alabama Public Charter School Commission (“Commission”) and [GOVERNING BOARD’S NAME] (“Governing Board”), for the operation of [NAME OF PUBLIC CHARTER SCHOOL] (“School”).

ARTICLE I: PURPOSE, TERM AND CONDITIONS PRECEDENT

Section 1.1 Purpose

This Contract outlines the roles, powers, responsibilities, and performance expectations for the Governing Board's establishment and operation of [SCHOOL NAME], (the "School"), a public charter school. The Governing Board must comply with all of the terms and provisions of this Charter School Contract ("Contract") and all applicable rules, regulations, and laws.

Section 1.2 Term of Contract

An initial charter shall be granted for a term of five operating years. The charter term shall commence on the public charter school's first day of operation. An approved public charter school may delay its opening for one school year in order to plan and prepare for the school's opening upon written notice to the authorization of no less than one hundred eighty (180) days prior to the original date of opening. If the school requires an opening delay of more than one year, the school shall request an extension from its authorizer. The authorizer may grant or deny the extension depending on the particular school's circumstances. Ala. Code § 16-6F-7

Section 1.3 Pre-Opening Conditions

The School shall meet all of the Pre-Opening Conditions identified in Attachment 1: Pre-Opening Process and Conditions by the dates specified. Satisfaction of all Pre-Opening Conditions is a condition precedent to the formation of a contract. Upon written request of the Governing Board, the Commission may waive or modify the conditions contained in the Pre-Opening Conditions or may grant the School an additional planning year upon good cause shown.

ARTICLE II: DEFINITIONS

For the purposes of this Contract, and in addition to the terms defined throughout this Contract, each of the following words or expressions, whenever capitalized, shall have the meaning set forth in this section:

ACT. The *Alabama School Choice and Student Opportunity Act* as enacted as Act Number 2015-3 to provide for public charter schools.

APPLICANT. A group with 501(c)(3) tax-exempt status or that has submitted an application for 501(c)(3) tax-exempt status that develops and submits an application for a public charter school to an authorizer.

APPLICATION. A proposal from an applicant to an authorizer to enter into a charter contract whereby the proposed school obtains public charter school status.

AUTHORIZER. An entity authorized under the Act to review applications, approve or reject applications, enter into charter contracts with applicants, oversee public charter schools, and decide whether to renew, not renew, or revoke charter contracts.

CHARTER CONTRACT. A fixed-term renewable contract between a public charter school and an authorizer that outlines the roles, powers, responsibilities, and quantitative and qualitative performance expectations for each party to the contract.

COMMISSION. The Alabama Public Charter School Commission serving the role as the Authorizer in this contract.

DEPARTMENT. The Alabama State Department of Education.

EDUCATION SERVICE PROVIDER. An entity with which a public charter school intends to contract with for educational design, implementation, or comprehensive management. This relationship shall be articulated in the public charter school application.

FISCAL YEAR. October 1 through September 30.

GOVERNING BOARD. The independent board of a public charter school that is party to the charter contract with the authorizer. A governing board shall have at least 20 percent of its membership be parents of students who attend or have attended the public charter school for at least one academic year. Before the first day of instruction, the 20 percent membership requirement may be satisfied by parents who intend to have their students attend the public charter school.

LOCAL SCHOOL BOARD. A city or county board of education exercising management and control of a city or county local school system pursuant to state law.

LOCAL SCHOOL SYSTEM. A public agency that establishes and supervises one or more public schools within its geographical limits pursuant to state law. A local school system includes a city or county school system.

NATIONALLY RECOGNIZED AUTHORIZING STANDARDS. Standards for high-quality public charter schools issued by the National Association of Charter School Authorizers.

NON-CHARTER PUBLIC SCHOOL. A public school other than a school formed pursuant to the Act. A public school that is under the direct management, governance, and control of a local school board or the state.

PARENT. A parent, guardian, or other person or entity having legal custody of a child.

PUBLIC CHARTER SCHOOL. A public school formed pursuant to the Act.

RESIDENCE. The domicile of the student's custodial parent.

SCHOOL YEAR. July 1 through June 30.

START-UP PUBLIC CHARTER SCHOOL. A public charter school that did not exist as a non-charter public school prior to becoming a public charter school.

STUDENT. Any child who is eligible for attendance in public schools in the state.

STATE SUPERINTENDENT. The State Superintendent of Education.

ARTICLE III: SCHOOL'S PURPOSE

Section 3.1 Executive Summary

[SCHOOL'S EXECUTIVE SUMMARY]

Section 3.2 Mission and Vision

[SCHOOL'S MISSION AND VISION. Include identification of the targeted student population and the community the school hopes to serve.]

ARTICLE IV: GOVERNANCE

Section 4.1 Governance

The School shall be governed by its Governing Board in a manner that is consistent with the terms of this Contract so long as such provisions are in accordance with state, federal, and local law. The Governing Board shall have final authority and responsibility for the academic, financial, and organizational performance of the School, the fulfillment of the contract, and approval of the School's budgets.

The Governing Board shall be responsible for policy and operational decisions of the School, and, consistent with the terms of this Contract, shall be the employer of school employees. Nothing herein shall prevent the Governing Board from delegating decision-making authority for policy and operational decisions to officers, employees, and agents of the School. However, such delegation will not relieve the Governing Board of its obligations under the law or this Contract, should the School fail to satisfy those obligations.

The Governing Board shall govern the School in a manner that ensures that it will satisfy its legal obligations, including, but not limited to: compliance with all applicable Laws, the Contract, the performance framework and fidelity to the program and policies described and submitted in the Application. This includes the exercise of continuing oversight over the School's operations. No member of a Governing Board shall have a financial relationship to an education service provider or the staff of the Commission.

Section 4.2 Governance Documents

The Governing Board and the School shall maintain legal status and operate in accordance with the terms of the attached Governance Documents, Attachment 2: Governance Documents, and the Application.

Section 4.3 Non-Profit Status

A public charter school must be governed by an independent governing board that is, throughout the Term of Contract, a 501(c)(3) tax-exempt organization.

Section 4.4 Organizational Structure and Plan

The School shall implement and follow the organizational plan described in the Application.

Section 4.5 Composition

The Governing Board at all times shall have at least 20 percent of its members be parents of students who attend or who have attended the School for at least one academic year.

Section 4.6 Change in Status or Governance Documents

The Governing Board shall not alter its legal status, restructure, or reorganize without first obtaining written approval from the Commission. The Governing Board shall immediately notify the Commission of any change of its status as a 501(c)(3) tax-exempt organization.

Section 4.7 Conflicts of Interest

All members of a governing board shall be subject to the State Ethics Law. Ala. Code §16-6F-9.

An employee, agent, or representative of an authorizer may not simultaneously serve as an employee, agent, representative, vendor, or contractor of a public charter school of that authorizer. Ala. Code §16-6F-6.

In no event shall the Governing Board be composed of voting members a majority of which are directors, officers, employees, agents, or otherwise affiliated with any single entity (with the exception of the School itself or of another charter school) regardless of whether the entity is affiliated or is otherwise partnered with the School. But, this prohibition does not apply to entities whose sole purpose is to provide support to the specific School in question or any of its programs (parent-teacher groups, booster clubs, etc.).

Conflicts of interest may arise at any point during decisions pertaining to business. Conflicts can happen throughout the time employees and officials carry out their roles and responsibilities. Therefore, it is important to the integrity of the Governing Board that staff are aware of the potential for conflicts. Employees and contractors must also be aware of their responsibilities if conflicts are detected, including obligations to report the conflict.

Section 4.8 Open Meetings

Starting from the date that this Contract is fully executed, the Governing Board shall be subject to and comply with the Alabama Open Meetings Act and public records laws.

ARTICLE V: GENERAL OPERATIONAL REQUIREMENTS

Section 5.1 General Compliance

The School and the Governing Board shall operate at all times in accordance with all applicable laws, the Contract, and the Commission policies, as may be amended from time to time.

Section 5.2 Public School Status

The School is a public school and is part of the public education system of the state. The School shall function as a local educational agency. The School shall be responsible for meeting the requirements of local educational agencies under applicable federal, state, and local laws, including those relating to special education. No private or nonpublic school may establish a public charter school.

Section 5.3 Nonsectarian Status

A public charter school shall not include any parochial or religious theme nor shall any public charter school engage in any sectarian practices in its educational program, admissions or employment policies, or operations.

Section 5.4 Access to Individuals and Documents

The School shall provide the Commission with access to any individual, documentation, evidence, or information requested by the Commission. The School affirmatively consents to the Commission obtaining information and documents directly from any entity or individual who may possess information or documents relevant to the operation of the school and will sign any releases or waivers required by such individuals or entities. Failure to provide this access by the deadlines imposed by the Commission will be a material and substantial breach of the Contract.

Section 5.5 Ethics

All members of the Governing Board and all employees, teachers, and other instructional staff of the School shall be subject to the Alabama Ethics Laws.

Section 5.6 Record Keeping

The School shall report enrollment and attendance data to the local school systems of residence in a timely manner. The School shall report such enrollment, attendance, and other counts of students to the Department in the manner required by the Department.

Section 5.7 Non-Discrimination

The School shall not discriminate against any person on the basis of race, creed, color, sex, disability, or national origin or any other category that would be unlawful.

Section 5.8 Inventories

The School shall maintain a complete and current inventory of all capital assets that cost more than \$5,000 and maintain a supplemental inventory of equipment items not classified as capital assets. The School shall update the inventory annually and shall take reasonable precautions to safeguard assets acquired with public funds.

If the Contract is revoked, terminated, non-renewed or surrendered, or the School otherwise ceases to operate, capital assets shall be deemed to be public assets if at least 25 percent of the funds used to purchase the asset were public funds. Public funds include, but are not limited to, funds received by the School, as well as any state or federal grant funds.

Section 5.9 School Closure/Assets

In the event of closure of the School for any reason, the Commission shall oversee and work with the closing school to ensure a smooth and orderly closure and transition for students and parents, as guided by the closure protocol. The assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of assets may be determined by decree of a court of law.

Section 5.10 Transportation

The School may enter into a contract with a school system or private provider to provide transportation to the School's students. The School shall be responsible for providing students transportation consistent with the plan proposed in the approved application, Attachment 12: Public Charter School Application, pages [PAGE NUMBERS OF ASSOCIATED APPLICATION] or as otherwise provided in a specific transportation plan attached to and make a part of this Agreement as Exhibit ____.

Section 5.11 Staff Qualifications

The School shall comply with applicable federal laws, rules, and regulations regarding the qualification of teachers and other instructional staff.

Section 5.12 Contracting for Services

Nothing in this Contract shall be interpreted to prevent the School from entering into contracts or other agreements with a school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, related to the operation of the School consistent with the law and the terms of this Contract. However, all capital assets purchased from public funds of the School shall become property of the School unless the Commission specifically approves an agreement or contract not subject to this provision.

If the School chooses to purchase services from a local school system, such as transportation-related or lunchroom-related services, the school shall execute an annual service contract with the local school system, separate from the charter contract, stating the mutual agreement of the parties concerning any service fees to be charged to the School.

If the School intends to contract with an education service provider for substantial education services, management services, or both types of services, the School shall provide to the Commission all of the following at least 90 days before the effective date of the proposed contract:

- a. Evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.
- b. A draft agreement setting forth the proposed duration of the service contract; roles and responsibilities of the Governing Board, the School staff, and the education service provider; scope of services and resources to be provided by the education service provider; performance evaluation measures and timelines; compensation structure, including clear identification of all fees to be paid to the education service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.
- c. Disclosure and explanation of any existing or potential conflicts of interest between the School or the Governing Board and the education service provider or any affiliated business entities.

Section 5.13 Transaction with Affiliates

The School shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease, or exchange of any property or the rendering of any service) with any affiliate of the School, any member past or present of the Governing Board, or any past or present employee of the School (except in their employment capacity), or any family member of the foregoing individuals, unless:

- a. The terms of the transaction do not violate the Schools' Code of Ethics and Conflict of Interest Policy or the terms of this Contract.
- b. The terms of such transaction (considering all the facts and circumstances) are no less favorable to the School than those that could be obtained at the time from a person that is not such an affiliate, member, employee, or an individual related thereto.
- c. The involved individual recuses him or herself from all Governing Board discussions and does not vote on or decide any matters related to such transaction.
- d. The Governing Board discloses any conflicts and operates in accordance with a conflict of interest policy that has been approved by the Commission.

"Affiliate" as used in this section means a person who directly or indirectly owns or controls, is owned or controlled by, or is under common ownership or control with, another person. Solely for purposes of this definition, owns, is owned and ownership mean ownership of an equity interest, or the equivalent thereof, of ten percent or more, and the term "person" means an individual, partnership, committee, association, corporation or any other organization or group of persons.

ARTICLE VI: ENROLLMENT

Section 6.1 Enrollment Policy

The School shall comply with applicable law and the enrollment policy found in Section 5(a)(1-10) of the Act and incorporated into this agreement as "Attachment 10" Enrollment Policy."

Section 6.2 Maximum Enrollment

The capacity of the public charter school shall be determined annually by the Governing Board of the School, and submitted for formal approval by the Authorizer, in conjunction with the Commission and in consideration of the School's ability to facilitate the academic success of its students, achieve the other objectives specified in the charter contract, and ensure that its student enrollment does not exceed the capacity of its facility or site.

Section 6.3 Annual Enrollment Review

As necessary, the maximum enrollment of the School will be adjusted annually by the Governing Board, and submitted for formal approval by the Authorizer, in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the Contract, and assure that its student enrollment does not exceed the capacity of its facility.

Section 6.4 Enrollment Plan

The minimum, anticipated, and maximum enrollment by grade for each of the five years of this contract are provided in the following table

[INSERT INFORMATION HERE]

Any increase in the maximum enrollment program numbers set forth above shall not be permitted unless the revised enrollment program numbers are first submitted to and approved by the Authorizer.

Section 6.5 Student Records

The School shall maintain student records in the same manner as non-charter public schools.

Section 6.5 Student Information System

The School will utilize the same student information system and procedures as non-charter public schools.

ARTICLE VII: TUITION OR FEES

Section 7.1 Tuition or School Fees

The School staff shall not charge tuition and may only charge such fees as may be imposed on other students attending charter public schools in the state. Each fee must be approved by the Governing Board.

Anticipated fees are detailed in the following list:

[INSERT INFORMATION HERE]

ARTICLE VIII: EDUCATIONAL PROGRAM/ACADEMIC ACCOUNTABILITY

Section 8.1 Educational Program Terms and Design Elements

The School shall implement, deliver, support, and maintain the essential design elements of its educational program as described in its Application.

Section 8.2 Assessments

The School shall be subject to the statewide end-of-year annual standardized assessment tests, systems, and procedures as are required of non-charter public schools. The School shall comply with all assessment protocols and requirements as established by the Department, maintain test security, and administer tests consistent with all Department requirements.

Section 8.3 English Learners

The School shall at all times comply with all applicable law governing the education of English learners including, but not limited to, the *Elementary and Secondary Education Act* (ESEA), Title VI of the *Civil Rights Act of 1964*, the *Equal Educational Opportunities Act of 1974* (EEOA), and subsequent federal laws. The School shall provide resources and support to English learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional programs. The School shall employ and train teachers to provide appropriate services to English learners. The School must implement, deliver, support, and maintain an education program that provides all the legally required education and services to English learners.

Section 8.4 Students with Disabilities

The School shall provide services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, as well as with all applicable provisions of the *Individuals with Disabilities Education Act* (20 U.S.C. § 1401 et seq.), the *Americans with Disabilities Act* (42 U.S.C. § 12101 et seq.), Section 504 of the *Rehabilitation Act of 1973* (29 U.S.C. § 794), and all applicable regulations promulgated pursuant to such federal laws. This includes providing services to attending students with disabilities in accordance with the individualized education program (“IEP”) recommended by a student’s IEP team. The School shall also comply with all applicable federal and state laws, rules, policies, procedures, and directives regarding the education of students with disabilities.

ARTICLE IX: FINANCIAL ACCOUNTABILITY

Section 9.1 Legal and Accounting Compliance

The School will report financial accounting information (including, but not limited to, payroll, budgeting, general fixed assets, etc.) to the State Department of Education in a format that meets the specifications of the Department.

The School shall adhere to generally accepted accounting principles, document and follow internal control procedures, and annually engage an independent certified public accountant to do an independent audit of the school's finances. The School shall file a copy of each audit report and accompanying management letter to the Commission and the Department by June 1 following the end of the fiscal year. The audits shall meet the same requirements as those required of local school systems.

The Department may withhold state or federal funds from the School if the School does not provide financial and budget reports, disclosures, certifications, and forms to the Department in a timely manner or in the format required by the Department or other state or federal agencies. The School will allow the Department and other government agencies to inspect records and monitor compliance with state, federal, and local laws and regulations applicable to the School. The School shall allow representatives of the Commission to inspect records at any time.

The School is subject to Alabama laws for public records including the Alabama Department of Archives and History record retention requirements for local school boards and the rights of citizens to view the public records that are not restricted from disclosure.

The School will utilize the same financial accounting system and procedures as non-charter public schools. The School shall utilize the financial accounting and payroll software programs used by non-charter Alabama public schools. The School will post monthly financial reports and check registers on the School's website within forty-five (45) days of the end of each month. Likewise the School will post an annual financial report on the School's website within forty-five (45) days of the end of the fiscal year.

Section 9.2 Budget

The Commission may require the School to revise start-up and five-year budgets included in the charter school application.

Section 9.3 Annual Budget Statement

The Governing Board of the School shall submit its annual budget to the Authorizer for review and shall adopt an annual budget each fiscal year. The Governing Board of the School shall adopt an annual budget statement that describes the major objectives of the educational program and manner in which the budget proposes to fulfill such objectives.

Section 9.4 School Funds

The funds of the School shall be maintained in a qualified public depository subject to the requirements of the *Security for Alabama Funds Enhancement Act (SAFE)*.

ARTICLE X: SCHOOL FACILITIES

Section 10.1 Accessibility

The School's facilities shall conform to the *Americans with Disabilities Act* and other applicable laws and requirements for public school facilities.

Section 10.2 Health and Safety

The School facilities shall meet all laws governing health, safety, and occupancy and fire code requirements and shall be of sufficient size to safely house the anticipated enrollment.

Section 10.3 School Location

The School shall provide evidence that it has secured a location that is acceptable to the Commission by [DEPENDENT ON APPLICATION AND DATE WILL BE DETERMINE DURING CONTRACT NEGOTIATIONS]. The School may move its location(s) only after obtaining written approval from the Commission, subject to such terms and conditions as may be specified. Any change in the location of the School shall be consistent with the Application and acceptable to the Commission. Attachment 7: Physical Plant contains the address and description of the approved facility.

Section 10.4 Inspections

The Commission will have access at all reasonable times and frequency to any facility owned, leased or utilized in any way by the School for purposes of inspection and review of the School's operation and to monitor the School's compliance with the terms of this Contract and all applicable laws. These inspections may be announced or unannounced as deemed appropriate by the Commission, or its designee, in the fulfillment of its oversight responsibilities.

ARTICLE XI: EMPLOYMENT

Section 11.1 No Employee or Agency Relationship

Neither the School, its employees, agents, nor contractors are employees or agents of the Commission. The Commission or its employees, agents, or contractors are not employees or agents of the School. None of the provisions of this Contract will be construed to create a relationship of agency, representation, joint venture, ownership, or control of employment between the Parties other than that of independent Parties contracting solely for the purpose of effectuating this Contract.

Section 11.2 Retirement Plan/Insurance

The Governing Board of the School has voted [not] to participate in the Teachers' Retirement System and Public Education Employees' Health Insurance Plan. Such election must take place prior to the execution of the charter contract and once made is irrevocable.

Section 11.3 Background Checks

Public charter school employees are subject to the same fingerprint-based criminal history background checks that traditional public school employees are under the *Alabama Child Protection Act of 1999*, as amended. Generally speaking, a criminal history background information check shall be conducted on all applicants and contractors seeking positions with, and on all current employees of, the School, who have unsupervised access to children.

Section 11.4 Immigration

The Governing Board and the School shall meet the requirements of the *Beason-Hammon Taxpayer and Citizen Protection Act* (Act No. 2011-535). The School may not receive state funds before filing the School's E-Verify Memorandum of Understanding with the Department.

ARTICLE XII: INSURANCE AND LEGAL LIABILITIES

Section 12.1 Insurance

The School will maintain adequate insurance necessary for the operation of the School, including, but not limited to, property insurance, general liability insurance, workers' compensation insurance, unemployment compensation insurance, motor vehicle insurance, errors and omissions insurance, and all other insurance intended to cover the Governing Board, School, and its employees. The School will maintain fidelity bonds on all School employees.

Section 12.2 Limitation of Liabilities

In no event will the State of Alabama, or its agencies, officers, employees, or agents, including, but not limited to, the Commission, be responsible or liable for the debts, acts, or omissions of the School, its officers, employees, or agents.

Section 12.3 Faith and/or Credit Contracts with Third Parties

The School shall not have authority to extend the faith and credit of the Commission or the State of Alabama to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Commission or the State of Alabama and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

ARTICLE XIII: OVERSIGHT AND ACCOUNTABILITY

Section 13.1 School Performance Framework

The performance provisions of this contract are based on a performance framework that clearly sets forth the academic and operational performance indicators, measures, and metrics that will guide the Commission's evaluations of each public charter school. In addition to state and federal accountability standards, the performance framework should include specific provisions, indicators, measures, and metrics for:

- Student academic proficiency, which includes, but is not limited to, performance on state standardized assessments.
- Student academic growth, which includes, but is not limited to, performance on state standardized assessments.
- Achievement gaps in both proficiency and growth between major student subgroups.
- Attendance.
- Recurrent enrollment from year to year.
- Postsecondary readiness for high school.
- Financial performance and sustainability.
- Governing Board performance and stewardship, including compliance with all applicable laws, regulations, and terms of the charter contract.

The performance framework requires the disaggregation of all student performance data by major student subgroups (including gender, race, poverty status, special education status, English learner status, and gifted status).

Where the framework has not yet been developed, another approach is to include language along the lines of the following:

A set of performance frameworks (singularly, "Performance Framework," and collectively, the "Performance Frameworks"), shall be incorporated into the Charter as Exhibit _____. The Performance Frameworks shall supersede and replace any and all assessment measures, education goals and objectives, financial operations metrics, and organization performance metrics set forth in the Application and not explicitly incorporated into the Performance Frameworks. The specific terms, form and requirements of the Performance Frameworks, including any required indicators, measures, metrics, and targets, are maintained and disseminated by the Authorizer and will be binding on the School. Material amendments to the Performance Frameworks shall require approval by the Authorizer.

The Commission shall have the authority to collect, analyze, and report all data from state assessments for the School's students in accordance with the performance framework. The parties acknowledge and agree that the education records of students enrolled in a School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to data governance procedures that safeguard against unauthorized access or disclosure of such records in accordance with said law.

ARTICLE XIV: COMMISSION'S RIGHTS AND RESPONSIBILITIES

Section 14.1 Oversight and Enforcement

The Commission shall have the authority to manage, supervise, and enforce this Contract. It will oversee the School's performance under this Contract and hold the School accountable to performance of its legal and contractual obligations, including fulfillment of its Performance Framework. The Commission may take any action necessary to enforce its authority including, but not limited to, requiring the development and implementation of a corrective action plan, sanctions, non-renewal, revocation, or termination of this Contract.

Section 14.2 Right to Review

The Commission is an independent state entity with oversight and regulatory authority over the School that it authorizes. Upon request, the Commission, or its designee, shall have the right to review all records created, established, or maintained by the School in accordance with the provisions of this Contract, Commission policies and regulations, or federal and state laws and regulations. This right shall be in addition to the Commission's right to require the School to submit data and other information to aid in the Commission's oversight and monitoring of the School as provided under this Contract and governing law. When the request is for on-site inspection of records, the Commission shall be granted immediate access. If the request is for reproduction of records, then the Commission will include a timeframe in which the records must be provided and the School must adhere to this timeframe.

This information, regardless of the form in which it is disclosed, will be used by the Commission, and its authorized representatives, to satisfy its obligations to audit, evaluate, and conduct compliance and enforcement activities relative to the School. The parties agree to cooperate with each other to ensure that any disclosure of personally identifiable information from education records to the Commission or its authorized representatives for such purposes complies with FERPA.

Section 14.3 Notification of Perceived Problems

Any notification of perceived problems by the Commission about unsatisfactory performance or legal compliance will be provided within reasonable timeframes considering the scope and severity of concern. Every effort will be made to allow the School a reasonable opportunity to respond and remedy the problem unless immediate revocation is warranted.

Section 14.4 Reports by the Commission

The Commission shall submit to the State Board of Education a publicly accessible annual report within 60 days after the end of each fiscal year summarizing all of the items required in the Act. The School must provide any information requested by the Commission to complete required reports.

ARTICLE XV: BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION

Section 15.1 Breach by the School

Violation of any material provision of this contract may, in the discretion of the Commission, be deemed a breach and be grounds for corrective action up to and including revocation or nonrenewal of this Contract. In making this determination, the Commission will consider the underlying facts and circumstances including, but not limited to, the severity of the violation as well as the frequency of violations. Material provisions include, but are not limited to, provisions imposing a requirement to comply with the Commission rules and policies and all applicable laws related to the health, safety, and welfare of students.

Section 15.2 Termination by the Commission

This Contract may be terminated after written notice to the School and the charter revoked by the Commission for any of the following reasons:

- a. A material and substantial violation of any of the terms, conditions, standards, or procedures set forth in the Contract.
- b. Failure to meet generally accepted standards of fiscal management.
- c. Failure to provide the Commission with access to information and records.
- d. Substantial violation of any provision of applicable law.
- e. Failure to meet the goals, objectives, content standards, performance framework, applicable federal requirements, or other terms identified in the Contract.
- f. Failure to attain the minimum state proficiency standard for public charter schools in each year of their operation and over the charter term.
- g. Bankruptcy, insolvency, or substantial delinquency in payments, of the School.
- h. Discovery that the Applicant submitted inaccurate, incomplete, or misleading information in its Application or in response to a Commission's request for information or documentation.
- i. School's performance falls in the bottom quartile of schools on the State Board of Education's accountability index.

Section 15.3 Non-Renewal by the Commission

The Commission may non-renew a public charter school if the Commission determines that the public charter school did any of the following or otherwise failed to comply with this act:

- a. Commits a material and substantial violation of any of the terms, conditions, standards, or procedures required under the Act or the Contract.
- b. Fails to meet the performance expectations set forth in the Contract.
- c. Fails to meet generally accepted standards of fiscal management.
- d. Substantially violates any material provision of law from which the School was not exempted.
- e. Fails to meet the performance expectations set forth in the Contract, or fails to attain the minimum state proficiency standard for public charter schools (minimum state standard) in each year of its operation and over the charter term, unless the School demonstrates and the Commission affirms,

through formal action of its Governing Board, that other indicators of strength and exceptional circumstances justify the continued operation of the School.

Section 15.4 Termination by the School

Should the School choose to terminate this Contract before the end of the Contract term, it must provide the Commission with notice of the decision immediately after it is made, but no later than ninety days before the closure of the school year. Notice shall be made in writing to the Commission. The School must comply with the Commission's termination protocol.

Section 15.5 Dissolution

Upon termination of this Contract for any reason by the School, upon expiration of the Contract, or if the School should cease operations or otherwise dissolve, the Commission shall oversee and work with the School to ensure a smooth and orderly closure and transition for students and parents, as guided by the Commission's closure protocol; provided, however, that in doing so the Commission will not be responsible for and will not assume any liability incurred by the School under this Contract. The Governing Board and School personnel shall cooperate fully with the winding up of the affairs of the School. The School's obligations for following a termination protocol and winding up of the affairs of the School shall survive the term of this contract.

Section 15.6 Disposition of Assets upon Termination or Dissolution

The assets of the School shall be distributed first to satisfy outstanding payroll obligations for employees of the School, then to creditors of the School, and then to the State Treasury to the credit of the Education Trust Fund. If the assets of the School are insufficient to pay all parties to whom the School owes compensation, the prioritization of the distribution of the assets may be determined by decree of a court of law.

ARTICLE XVI: MISCELLANEOUS PROVISIONS

Section 16.1 Records Retention

School records shall be maintained in accordance with all applicable state and federal document and record retention requirements. If any litigation, claim, or audit is started before the expiration of an applicable document retention period, the records shall be retained until all litigation, claims, or audit findings involving the records have been resolved.

Section 16.2 Confidential Information

The parties acknowledge and agree that the education records of students enrolled in a School are governed by the requirements of the *Family Educational Rights and Privacy Act* ("FERPA"), 20 U.S.C. §1232g, and its corresponding regulations. The parties will safeguard personally identifiable information from education records in their possession by developing and adhering to a Data Governance Policy that safeguards against unauthorized access or disclosure of such records in accordance with said law and applicable Department policies.

ARTICLE XVII: NOTICE

Section 17.1 Notice

Any change in address shall be immediately given to the other party in writing. Any notice that is undeliverable due to change of address without proper notification to the other party will be deemed received on the date delivery to the last known address was attempted.

If a notice is received on a weekend or on a national or Alabama state holiday, it shall be deemed received on the next regularly scheduled business day.

IN WITNESS WHEREOF, the Parties have executed this Contract to be effective [FIRST DAY OF CLASSES].

APPROVED BY A QUORUM OF THE COMMISSION ON [MONTH DAY], 2018:

Mac Buttram, Chair
Alabama Public Charter School Commission

THE CHARTER SCHOOL GOVERNING BOARD:

, President
[SCHOOL NAME] Charter School Governing Board

APPENDICES

Attachment 1: Pre-Opening Process and Conditions

Attachment 2: Governance Documents

Attachment 3: Governing Board Roster and Disclosures

Attachment 4: Educational Program Terms and Design Elements

Attachment 5: Conflict of Interest Policy

Attachment 6: Education Service Provider (ESP) Contract Guidelines

Attachment 7: Physical Plant

Attachment 8: Statement of Assurances

Attachment 9: Identification of Documentation Required for Annual Performance Report

Attachment 10: Enrollment Policy

Attachment 11: Request for Proposals

Attachment 12: Public Charter School Application

Attachment 1: Pre-Opening Process and Conditions

TASK	DUE DATE	STATUS/NOTES	COMPLETE
School Facility/Physical Plant:			
Provide the proposed location of the School; identify any repairs/renovations that need to be completed by school opening, the cost of these repairs, the source of funding for the repairs, and a timeline for completion.	mm/dd/yyyy		
Written, signed copy of facility lease, purchase agreement and/or other facility agreements for primary and ancillary facilities as are necessary for School to operate for one year or more.	mm/dd/yyyy		
School possesses appropriate documents that the School is of sufficient size and with a sufficient number of classrooms to serve the projected enrollment. Copies of documents are on file with the Commission.	mm/dd/yyyy		
The School facilities have met all applicable Department of Health requirements to serve food. Food Safety Permit is on file with the Commission.	mm/dd/yyyy		
The School possesses all permits and licenses required to legally operate in the School Facility. Certificate of Occupancy is on file with the Commission.	mm/dd/yyyy		
School Operations:			
Governing Board approved (with signature page and date) special education policies and procedures. In addition, evidence of submission of policies and procedures to the Department and approval from the Department are on file with the Commission.	mm/dd/yyyy		
The School has written rules regarding pupil conduct, discipline, and rights including, but not limited to, short-term suspensions, students with disabilities, and a re-engagement plan.	mm/dd/yyyy		

The School has provided evidence of a uniform system of double-entry bookkeeping that is consistent with Generally Accepted Accounting Principles (GAAP).	mm/dd/yyyy		
Copy of Employee Handbook and related employee communication which include, at a minimum, expectations for employee performance and behavior, compensation and benefit information, emergency response information, annual calendar, hours and length of employment, supervisory obligations, and a description of both informal and formal complaint procedures that employees may pursue in the event of disagreements.	mm/dd/yyyy		
The School has provided evidence of a student handbook. Student Handbook must contain, at a minimum, the following: School's mission statement, School's Contact Information, School Calendar, School Attendance Policy, Student Discipline Policy, and Student Rights and Responsibilities.	mm/dd/yyyy		
An annual school calendar approved by the Governing Board of Directors for the first year of the School's operation is on file with the Commission. School calendar must meet the compulsory school attendance requirements of state law, financial guidelines, and state regulations.	mm/dd/yyyy		
Evidence that students representing 80% of the projected fall membership have enrolled is provided, including name, address, grade, and prior school attended.	mm/dd/yyyy		
The School has established a process for resolving public complaints, including complaints regarding curriculum. The process includes an opportunity for complainants to be heard. School's process is on file with the Commission.	mm/dd/yyyy		
The required Safe School Plan consistent with the School mapping information system is on file with the Commission. For more information on a Safe School Plan, please visit: https://www.alsde.edu .	mm/dd/yyyy		

PRE-OPENING SITE VISIT: Prior to a School opening, Commission staff will conduct a site visit to verify that that School has completed or is on track to complete each pre-opening condition and confirm the School is ready to open.	mm/dd/yyyy		
State assessment schedule is on file with the Commission.	mm/dd/yyyy		
An employee roster and proof of background check clearance for members of the School's Governing Board, all staff, and contractors who will have unsupervised access to children is on file with the Commission.	mm/dd/yyyy		
The School has policy and procedures for requesting, maintaining, securing and forwarding student records.	mm/dd/yyyy		
The School has provided evidence of a working system for the maintenance of a proper audit trail and archiving of grade book/attendance (i.e., attendance logs).	mm/dd/yyyy		
The School has provided evidence of an adequate staff configuration to meet the educational program terms outlined in the charter, its legal obligations, and the needs of all enrolled students (% of staff positions filled) and/or a plan for filling open positions.	mm/dd/yyyy		
Evidence that instructional staff, employees, and volunteers possess all applicable qualifications as required by state and federal law is provided.	mm/dd/yyyy		
The School has provided evidence that the Civil Rights Compliance Coordinator; the Section 504 Coordinator; the Title IX Officer; the Harassment, Intimidation, Bullying (HIB) Compliance Officer; and State Assessment Coordinator have been named and submitted to the Department and the Commission.	mm/dd/yyyy		
Provide evidence that all employees have completed training on child abuse and neglect reporting or have comparable experience.	mm/dd/yyyy		

School Governance:			
Charter School must submit annual Governing Board meeting schedule including date, time, and location to Commission and assure the Commission that the meetings are posted on School website.	mm/dd/yyyy		
Evidence is provided that membership on the Governing Board of Directors is complete and complies with the School's governing board bylaws (i.e., governing board roster with contact information for all board members, identification of officers, and term of service).	mm/dd/yyyy		
Resume of each Governing Board member is on file with the Commission.	mm/dd/yyyy		
Governing Board disclosure forms are complete and on file with the Commission.	mm/dd/yyyy		
Submit emergency contact information for the Chief Executive Officer (CEO) and other members of the management team.	mm/dd/yyyy		
Annually, the School and Commission must set performance targets/mission-specific goals designed to help the School meet its mission-specific educational and organizational goals. Once agreed upon, those performance targets shall be incorporated into the charter contract through amendment. These targets must be set by July 1st of each year of the School's operation.	mm/dd/yyyy		
Budget:			
Submit a Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	mm/dd/yyyy		
Submit an unaudited Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	mm/dd/yyyy		

The School has provided evidence of an authorization process that identifies (1) individual(s) authorized to expend School funds and issue checks; (2) safeguards designed to preclude access to funds by unauthorized personnel and/or misappropriation of funds; and (3) individual(s) responsible for review and monitoring of monthly budget reports.	mm/dd/yyyy		
A copy of the annual budget adopted by the School Governing Board is on file with the Commission.	mm/dd/yyyy		
Submit an unaudited Quarterly statement of income and expenses. School is required to use the Commission's Budget and Quarterly report template to satisfy this requirement.	mm/dd/yyyy		
Evidence is provided that the School has obtained and maintains insurance in the coverage areas and minimum amounts set forth in the charter contract.	mm/dd/yyyy		

Note:

1. If a due date falls on a Saturday or a Sunday, the document/report will be due on the next Monday.
2. If a due date falls on a holiday, the document/report will be due the next business day.

Attachment 2: Governance Documents

**Public Charter School
Governing Board Member Disclosure Form**

Note: This a public document. It will be available at the School for inspection by other Governing Board members, the staff, or the community. Your duty to report and update this information is continuous throughout the Term of Contract.

Background

1. Provide your full legal name: _____

2. Provide the following assurances:

- a. I affirm that I am at least 18 years of age by the date of appointment to the Public Charter School Governing Board.
- b. I affirm that I am a person of good moral character.
- c. I affirm that I have obtained a high school diploma or its equivalent.
- d. I affirm that I am not on the National Sex Offender Registry or the state sex offender registry.
- e. I affirm that I have not been convicted of a felony.

Yes, I affirm that all of the above assurances are true.

3. Disclose whether you have ever been investigated by the Securities Exchange Commission, Internal Revenue Service, the U.S. Attorney, the Attorney General of Alabama or of any state, a District Attorney, the Ethics Commission, or any other law enforcement or regulatory body concerning the discharge of your duties as a governing board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please explain.

Does not apply to me.

Yes (Explain) _____

4. Disclose whether you have entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance, or other, similar agreement with the above prosecutorial or regulatory entities.

Does not apply to me.

Yes

5. Disclose any other background information for the Commission’s consideration that you deem relevant.

Governing Board Member Disclosure Form (continued)

Conflicts

1. Indicate whether you, your spouse, or anyone in your immediate family* meets either of the following conditions:

- Is doing or plans to do business with the School (whether as an individual or as a director, officer, employee or agent of any entity).
- Any entity in which one of the above-identified individuals has an interest is doing business or plans to do business with the School.

If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the School.

- I/we do not know of any such persons.
- Yes

2. Indicate if you, your spouse, or other immediate family* members anticipate conducting, or are conducting, any business with the School or a contractor who is conducting business with the School. If so, please indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
- Yes

Indicate any potential ethical or legal conflicts of interest that would (or are likely to) exist for you as a member of the School Governing Board or another School or non-profit board. [Note that being a parent of a School student, serving on another Contract School's Governing Board, or being employed by the School are conflicts for certain issues that should be disclosed.]

- None
- Yes. If Yes, please provide additional information.

Disclosures for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or any immediate family* member knows (i.e., beyond a casual or professional acquaintance) any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.

- I/we do not know of any such persons.
- Yes

Governing Board Member Disclosure Form (continued)

Conflicts for Schools Contracting with an Educational Service Provider

1. Indicate whether you, your spouse, or other immediate family* members have, anticipate in the future, or have been offered a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.

- I/we have no such interest.
 Yes
-
-

2. Indicate if you, your spouse, or other immediate family* member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

- I/we do not anticipate conducting any such business.
 Yes
-
-

Other

I affirm that I have read the Contract school's bylaws and conflict of interest policies.

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Alabama Public Charter School Commission in regard to my application to serve as a member of the Governing Board of Directors of the XX Public Charter School is true and correct in every respect.

Signature

Date

*FAMILY MEMBER OF THE PUBLIC OFFICIAL. The spouse, a dependent, an adult child and his or her spouse, a parent, a spouse's parents, a sibling and his or her spouse, of the public official.

Attachment 4: Educational Program Terms and Design Elements

School Name:	<i>[Official school name]</i>
Mission:	<i>[Insert current, governing board approved mission statement]</i>
Vision:	
Objectives:	
Goals:	
Education Program Term #1:	<i>[No fewer than three and no more than five]</i>
Education Program Term #2:	
Education Program Term #3:	
Education Program Term #4:	
Education Program Term #5:	
Geographic Area Served:	
Location:	
Grades Served 2017-2018:	
Grades Served at Capacity:	
Projected Enrollment 2016-2017:	
Projected Enrollment at Capacity:	
Educational Service Provider:	<i>[If applicable, identify the contracted third-party educational service provider, whether for profit or not for profit, and provide a copy of the service agreement for Commission review; if not applicable, then mark "N/A"]</i>

Note: The Education Terms are different from *school-specific measures* that you may develop as a part of your Academic Performance Framework because they focus on *process* rather than student *outcomes*. In other words, the school-specific academic performance measures focus on what students will *achieve*. By contrast, the Education Terms should capture the essentials of what students will *experience*.

Attachment 5: Conflict of Interest Policy

Attachment 6: Education Service Provider (ESP) Contract Guidelines

1. The maximum term of an ESP agreement must not exceed the term of the Contract. After the second year that the ESP agreement has been in effect, the school must have the option of terminating the contract without cause or a financial penalty.
2. ESP agreements must be negotiated at 'arms-length.' The Contract School's Governing Board and ESP must have independent legal counsel to represent their interests in reaching a mutually acceptable management agreement.
3. No provision of the ESP agreement shall interfere with the Contract School Governing Board's duty to exercise its statutory, contractual, and fiduciary responsibilities governing the operation of the Contract School. No provision of the ESP agreement shall prohibit the Contract School Governing Board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Alabama laws.
4. An ESP agreement shall not require a Contract School Governing Board to waive its governmental immunity.
5. No provision of an ESP agreement shall alter the Contract School Governing Board's treasurer's legal obligation to direct that the deposit of all funds received by the Contract School be placed in the Contract School's account.
6. ESP agreements must contain at least one of the following methods for paying fees or expenses: (1) the Contract School Governing Board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the Contract Governing Board; or (2) the Contract Governing Board may advance funds to the ESP for the fees or expenses associated with the Contract School's operation provided that documentation for the fees and expenses are provided for Contract School Governing Board ratification.
7. ESP agreements shall provide that the financial, educational, and student records pertaining to the Contract School are Contract School property and that such records are subject to the provisions of the Alabama Open Records Act. All Contract School records shall be physically or electronically available, upon request, at the Contract School's physical facilities. Except as permitted under the Contract and applicable law, no ESP agreement shall restrict the Commission's access to the Contract School's records.
8. ESP agreements must contain a provision that all finance and other records of the ESP related to the Contract School will be made available to the Contract School's independent auditor.
9. The ESP agreement must not permit the ESP to select and retain the independent auditor for the Contract School.
10. If an ESP purchases equipment, materials, and supplies on behalf of or as the agent of the Contract School, the ESP agreement shall provide that such equipment, materials, and supplies shall be and remain the property of the Contract School.

11. ESP agreements shall contain a provision that if the ESP procures equipment, materials, and supplies at the request of or on behalf of the Contract School, the ESP shall not include any added fees or charges with the cost of equipment, materials, and supplies purchased from third parties.
12. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the Contract School Governing Board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the Contract School owns all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the Contract School; or (ii) were developed by the ESP at the direction of the Contract School Governing Board with Contract School funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the Contract School's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the Contract School or that are not otherwise dedicated for the specific purpose of developing Contract School curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the Contract School are subject to state disclosure laws and the Open Records Act.
13. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the Contract School. If the ESP leases employees to the Contract School, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the Contract School or working on Contract School operations. If the Contract School is staffed through an employee leasing agreement, legal confirmation must be provided to the Contract School Governing Board that the employment structure qualifies as employee leasing.
14. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the Contract School Governing Board that is required according to the Contract. Insurance coverage must take into account whether or not staff at the school are employees of the ESP or the School.
15. Marketing and development costs paid by or charged to the Contract School shall be limited to those costs specific to the Contract School program and shall not include any costs for the marketing and development of the ESP.
16. If the Contract School intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not be a part of or incorporated into the ESP agreement. Such agreements must be consistent with the school's authority to terminate the ESP agreement and continue operation of the School.

Attachment 7: Physical Plant

Pursuant to applicable law and the Terms and Conditions of this Contract, the School is authorized to operate at the physical facility or facilities outlined in this schedule. The School shall not occupy or use any facility with students for academic instruction until approved by the Commission and facility has been approved for occupancy by the appropriate state, county, and city departments.

Physical Plan Description

Site Plans

Floor Plans

Lease Agreement

Certificate of Use and Occupancy

**Charter School
Physical Plant Description**

1. The address and a description of the site and physical plant (the "Site") of **XX charter school** (the "School") is as follows:

Address:

Description:

Configuration of Grade Levels:

Term of Use: Term of Contract

2. The following information about this site is provided on the following pages, or must be provided to the satisfaction of the Commission or its designee, before the School may operate as a public school in Alabama.
 - a. Narrative description of physical plant
 - b. Size of building
 - c. Scaled floor plan
 - d. Copy of executed lease or purchase agreement
3. In addition, the School and the Commission or its designee hereby acknowledge and agree that the School shall not conduct classes or operate as a public charter school in this state until it has obtained the necessary fire, health, and safety approvals for the above-described facilities. These approvals must be provided by the School to the Commission's Executive Director in advance of any such occupancy and must be acceptable to the Commission or its designee, in his/her sole discretion, prior to the School operating as a public charter school.
4. If the site described above is not used as the physical plant for the School, this Attachment of this contract between the School and the Commission must be amended pursuant to the Terms and Conditions of Contract, to designate, describe, and agree upon the School's physical plant. The School must submit to the Commission or its designee complete information about the new site or facilities. This information includes that described in paragraphs 1, 2, and 3 of this Attachment. The School shall not conduct classes as a public charter school in this state until it has submitted all the information described above to the satisfaction of the Commission by way of a request to amend this Contract and the amendment regarding the new site has been executed by the Commission or its designee.
5. The School agrees to comply with the single site restrictions contained in this Attachment for the configuration of grade levels identified at the site, except as may be permitted with the express permission of the Commission or its designee. Any changes in the configuration of grade levels at the site requires an amendment to this Attachment pursuant to the Terms and Conditions of the Contract set forth above.

Attachment 8: Statement of Assurances

STATEMENT OF ASSURANCES

This Statement of Assurances must be signed by a duly authorized representative of the charter school applicant and submitted with the application for a charter school.

As the duly authorized representative of the applicant group (the school), I hereby certify under the penalty of perjury that all information and statements submitted for or on behalf of: _____ are accurate and true to the best of my knowledge and belief; and further, I certify and assure that, if awarded a charter:

1. The School shall have a fully independent governing board that will exercise autonomy in all matters, to the extent authorized the Act.
2. The School has tax exempt status under section 501(c)(3) of the Internal Revenue Code of 1986 (26 U.S.C. Sec. 501(c)(3)), is not be a sectarian or religious organization, and shall be operated according to the terms of a charter contract executed with the Alabama Public Charter School Commission.
3. The School shall function as a local education agency under applicable federal laws and regulations, shall be responsible for meeting, and shall meet the requirements of local education agencies and public schools under those federal laws and regulations, including but not limited to:
 - a. Compliance with the individuals with disabilities education improvement act (IDEA, 20 U.S.C. Sec. 1401 et seq.).
 - b. Compliance with the federal educational rights and privacy act (FERPA, 20 U.S.C. Sec. 1232g).
 - c. Compliance with the elementary and secondary education act (ESEA, 20 U.S.C. Sec. 6301 et seq.).
 - d. Compliance with requirements that ensure a student's records, and, if applicable, a student's individualized education program, will follow the student, in accordance with applicable federal and state law.
 - e. Compliance with the *Every Student Succeeds Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option and assessments.
 - f. Compliance with Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681).
 - g. Compliance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794).
 - h. Compliance with Title II of the Americans With Disabilities Act of 1990 (42 U.S.C. § 12101).

4. The School shall hire, manage, and discharge any charter school employee in accordance with state laws and the School's charter contract.
5. The School shall receive and disburse funds solely in accordance with the purposes of the charter school.
6. To the extent it enters into contracts with any school district, educational service district, or other public or private entity for the provision of real property, equipment, goods, supplies, and services, including educational instructional services and including for the management and operation of the charter school, the School shall do so to the same extent as other non-charter public schools, as long as the School's governing board maintains oversight authority over the charter school.
7. The School shall not enter into any contracts for management operation of the charter school except with nonprofit organizations.
8. To the extent it enters into contracts with other entities regarding real property, the School shall include provisions regarding the disposition of the property if the charter school fails to open as planned or closes, or if the charter contract is revoked or not renewed.
9. To the extent it issues secured and unsecured debt, including pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit to manage cash flow, improve operations, or finance the acquisition of real property or equipment, the School shall not pledge, assign, or encumber any public funds received or to be received.
10. The School shall ensure that no debt incurred by the School is a general, special, or moral obligation of the state or any other political subdivision or agency of the state.
11. The School shall not pledge either the full faith and credit or the taxing power of the state or any political subdivision or agency of the state for the payment of the debt.
12. To the extent it solicits, accepts, and administers for the benefit of the charter school and its students, gifts, grants, and donations from individuals or public or private entities, the School shall not solicit, accept, and administer any such gifts, grants or donations from sectarian or religious organizations and shall not accept any gifts or donations the conditions of which violate state laws.
13. The School shall issue diplomas to students who meet state high school graduation requirements established by the Department even though the charter school governing board may establish additional graduation requirements.
14. The School shall not levy taxes or issue tax-backed bonds and shall not acquire or attempt to acquire property by eminent domain.
15. The School shall operate according to the terms of its charter contract and the Act.

16. The School shall comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts and to the same extent as school districts.
17. The School shall provide basic education, including instruction in the essential academic learning requirements and shall participate in the statewide student assessment system.
18. The School shall employ certificated instructional staff as required by Federal program regulations.
19. The School shall adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the Department, including annual audits for legal and fiscal compliance.
20. The School shall comply with the open public meetings act and public records requirements.
21. The School shall be subject to and comply with all legislation governing the operation and management of charter schools.
22. The School shall comply with all state statutes and rules made applicable to the charter school in the school's charter contract.
23. The School shall not engage in any sectarian practices in its education program, admissions or employment policies, or operations.
24. The School shall be subject to the supervision of the State Superintendent and the State Board of Education, including accountability measures, to the same extent as non-charter public schools, except as otherwise expressly provided by law.
25. The School shall not limit admission on any basis other than age group, grade level, or capacity and must enroll all students who apply within these bases and shall be open to any Alabama student regardless of his or her location of residence.
26. The School shall not charge tuition, but may charge fees for participation in optional extracurricular events and activities in the same manner and to the same extent as do non-charter public schools.
27. If capacity is insufficient to enroll all students who apply to the charter school, the School must select students through a lottery as provided in the Act.
28. The School's Governing Board shall annually determine the capacity of the School in consultation with the Commission and with consideration of the School's ability to facilitate the academic success of its students, achieve the objectives specified in the charter contract, and assure that its student enrollment does not exceed the capacity of its facility.
29. The School shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to its facilities and property.

30. The School has disclosed any real, potential, or perceived conflicts of interest that could impact the approval or operation of the School.
31. The School shall, within sixty days of approval of its charter application, execute a charter contract with the Commission, containing the terms set forth by the Commission and the terms required by the Act, as well as future rules adopted by the Commission.
32. The School shall meet any reasonable preopening requirements or conditions imposed by the Commission, including, but not limited to, requirements or conditions to monitor the start-up progress of the School, to ensure that the School is prepared to open smoothly on the date agreed, and to ensure that the School meets all building, health, safety, insurance, and other legal requirements for school opening.
33. The School shall comply with, and fully participate in, any activity by the Commission that the Commission deems necessary for it to monitor, engage in oversight, and/or engage in corrective action.
34. The School shall comply with any corrective actions or sanctions imposed upon it by the Commission.
35. The School shall comply with all renewal and nonrenewal actions required of it by the Commission or by law.
36. The School shall comply with any nonrenewal of termination actions imposed by the Commission.
37. The School shall report student enrollment in the same manner and based on the same definitions of enrolled students and annual average full-time equivalent enrollment as other public schools.
38. The School shall comply with applicable reporting requirements to receive state or federal funding that is allocated based on student characteristics.
39. The School shall, at all times, maintain all necessary and appropriate insurance coverage.
40. The School shall indemnify and hold harmless the Commission and its officers, directors, agents, and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the School or its operation.
41. The School's governing body has adopted a resolution or motion that authorizes the submission of the School's Charter School Application, including all understandings and assurances contained herein, directing and authorizing the School's designated representative to act in connection with the application and to provide such additional information as may be required by the Commission.

- 42. The School understands that the Commission will not reimburse the School for any costs incurred in the preparation of this application. All applications and associated materials become the property of the Commission, and the School claims no proprietary right to the ideas, writings, items, or samples, unless so stated in the application.
- 43. The School agrees that submission of the application constitutes acceptance of the solicitation contents and the attached sample contract. If there are any exceptions to these terms, the School has described those exceptions in detail on a page attached to this document. The School understands that the Commission is not bound by any of the changes that the School has proposed to the sample contract and that if its application is approved the specific terms and provisions of the contract will be negotiated.
- 44. The School grants the Commission, or its representatives, the right to contact references and others who may have pertinent information regarding the ability of the School, its Governing Board members, proposed management, and lead staff to perform the services contemplated by the application.
- 45. The School grants the Commission, or its representatives, the right to conduct criminal background checks as part of the evaluation process. Signed consent forms from each of the impacted individuals are attached.
- 46. The School is submitting proposed Contract exceptions or changes: Yes No
If Contract exceptions are being submitted, the School has attached them to this form.
- 47. All of the information submitted in the Application is true, correct, complete, and in compliance with Alabama laws.
- 48. All of the information contained in the Application reflects the work of the applicant; no portion of the application was plagiarized.

NAME OF SCHOOL

SIGNATURE OF DULY AUTHORIZED REPRESENTATIVE

DATE

NAME OF DULY AUTHORIZED REPRESENTATIVE

Attachment 9: Identification of Documentation Required for Annual Performance Report

The Commission will require submission of or access to materials or data from the School for oversight and accountability of the school.

Performance Review and Ongoing Oversight

The School must also provide any documents, data, or information that the Commission deems necessary for ongoing oversight, accountability, and compliance monitoring.

Attachment 10: Enrollment Policy

[CHARTER SCHOOL'S ENROLLMENT POLICY FROM APPLICATION]

Attachment 11: Request for Proposals for Service Providers

[RFP]

Attachment 12: Public Charter School Application

[CHARTER SCHOOL APPLICATION]

Alabama Public Charter School Commission ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework (APF) includes measures that allow the Alabama Public Charter School Commission (“the Commission”) to evaluate charter school academic performance. This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure in the framework, a charter school receives one of four ratings: “Exceeds Standard”, “Meets Standard”, “Does Not Meet Standard”, or “Falls Far Below Standard”.

Indicator	Measure
1. State and Federal Accountability- Subject to Pending Revision by USDOE	<p>School with a grade 12 Achievement- 20% CCR*-10% ELP-5% Growth-30% Chronic Absenteeism- 10% Graduation Rate- 25%</p> <p>*CCR definition- The six indicators of college and career readiness currently utilized are achieving a benchmark score on the ACT, scoring a 3, 4, or 5 on an Advanced Placement exam/scoring a 4, 5, 6, or 7 on an International Baccalaureate exam, scoring silver level or above on ACT Work Keys, earning a transcripted college credit while still in high school, earning an Industry Credential, or being accepted for enlistment into any branch of the military.</p> <p>State Accountability also requires the assignment of a letter grade A-F, based on the school or LEA’s accountability score.</p>
2. Geographic Comparisons	<p>Proficiency comparison to the local district</p> <p>Subgroup proficiency comparison to local district</p> <p>All students growth comparison to local district</p> <p>Subgroup growth comparison to local district</p> <p>Graduation rate comparison to local district</p> <p>Graduation rate subgroup comparison to local district</p>
3. Comparison to Schools Serving Similar Students (Regression)	<p>Proficiency comparison schools serving similar students</p> <p>Graduation rate comparison to schools serving similar students</p>
4. School-Specific Goals	TBD

NOTE: Subgroups include race and ethnicity, current and former English Language Learners, students with disabilities, free and reduced price lunch.

ACADEMIC PERFORMANCE FRAMEWORK (APF)

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

Alabama’s ESSA Committee developed the accountability system to evaluate and track the performance of all public schools in the state.¹ In order to align charter school accountability expectations with the state accountability system, the state’s measures serve as the foundation of the APF, supplemented by additional measures required by the Alabama School Choice and Opportunity Act.

The accountability system evaluates all students and targeted subgroups² on three components: proficiency, growth, and career and college readiness. It also includes the graduation rate, chronic absenteeism and ELP. Each year, the state calculates percentages for each school. Then based on a school’s score, it receives a letter grade. For purposes of this framework, the terms listed will be used in the charter school framework: *Exemplary*, *Very Good*, *Good*, *Fair*, *Underperforming*, and *Lowest Percent*.

1a.1 State and Federal Accountability
Is the charter school meeting performance expectations based on the Alabama Accountability System?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Exemplary” or “Very Good.”
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Good.”
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Fair.”
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Underperforming” or “Lowest 5 Percent.”

1a.2 State and Federal Accountability
Is the charter school meeting performance expectations based on the Alabama Accountability System?
<i>Exceeds Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Exemplary” or “Very Good.”
<i>Meets Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Good.”
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Fair.”
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Charter school receives a performance designation of “Underperforming” or “Lowest 5 Percent.”

3A. GEOGRAPHIC COMPARISONS

Charter schools are compared to schools in the surrounding district *that serve the same grades*. The district comparison provides a comparison to the schools that charter school students might otherwise attend.

District comparison measures compare the charter school's percentile ranking to district schools serving the same grades as the charter school. Charter schools are rated based on the difference between the charter school and average district performance.

3a.1 Proficiency comparison to district

How are charter school students performing on state assessments compared to the district in which the school is located?

Exceeds Standard:

School proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School proficiency rate is equal to or is up to 9 percentage points above the district average.

Does Not Meet Standard:

School proficiency rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

School proficiency rate is 10 or more percentage points below the district average.

3a.2. Subgroup proficiency - Comparison to district

How are charter school students in subgroups performing on state assessments compared to the district in which the charter is located?

Exceeds Standard:

School subgroup proficiency rate is 10 or more percentage points above the district average.

Meets Standard:

School subgroup proficiency rate is equal to or is up to or equal to 9 points above the district.

Does Not Meet Standard:

School subgroup proficiency rate is up to or equal to 9 percentage points below the district average.

Falls Far Below Standard:

School subgroup proficiency rate is 10 or more percentage points below the district average.

3b1. Student Growth- All Students - Comparison to the district

Are charter school students meeting growth expectations compared to the district in which the school is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School MGP is 5 or more points above the district median.

Meets Standard:

School MGP is equal to or up to 4 percentage points above the district median.

Does Not Meet Standard:

School MGP is up to 4 points below the district median.

Falls Far Below Standard:

School MGP is 5 or more points below the district median.

3b2. Student Growth- Subgroups - Comparison to district in which the school is located

Are charter school student subgroups meeting growth expectations compared to the student subgroups in the district in which the charter is located? (based on subgroup median growth percentiles (MGPs))

Exceeds Standard:

School subgroup MGP is 5 or more points above the district median.

Meets Standard:

School subgroup MGP is equal to or up to 4 points above the district median.

Does Not Meet Standard:

School subgroup MGP is up to or equal to 4 points below the district median.

Falls Far Below Standard:

School subgroup MGP is 5 or more points below the district median.

3c.1 Graduation rate - All students - Comparison to district

How are charter school student graduation rates compared to the district in which the charter is located?

Exceeds Standard:

Charter school graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school graduation rate is equal to or up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school graduation rate is 10 or more percentage points below the district average.

3c2. Graduation rate – Subgroup – Comparison to district

How do charter school student subgroup graduation rates compared to the district graduation rates in which the charter is located?

Exceeds Standard:

Charter school subgroup graduation rate is 10 or more percentage points above the district average.

Meets Standard:

Charter school subgroup graduation rate equals or is up to 9 percentage points above the district average.

Does Not Meet Standard:

Charter school subgroup graduation rate is up to 9 percentage points below the district average.

Falls Far Below Standard:

Charter school subgroup graduation rate is 10 or more percentage points below the district average.

4. GROWTH COMPARISONS: ALL STUDENTS

Measures evaluating charter schools against schools statewide serving **similar student populations** use regression analysis, a method of statistical analysis that provides an estimate of expected performance based on different student and/or school characteristics. This approach allows the Commission to see whether charter schools are performing better, worse, or about the same as we would expect schools serving the same mix of students.

4a. Proficiency comparison to schools serving similar students

How are charter school students performing on state assessments compared to schools serving similar students?

Exceeds Standard:

Charter school proficiency rate exceeds expected performance (effect size $\geq .30$)

Meets Standard:

Charter school proficiency rate meets or slightly exceeds expected performance (effect size 0 to $.29$)

Does Not Meet Standard:

Charter school proficiency rate is lower than expected performance (effect size -0.01 to $-.29$)

Falls Far Below Standard:

Charter school proficiency rate falls far below expected performance (effect size $\leq -.30$)

For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988).

4b. Graduation rate – Comparison to schools serving similar students

How did the charter school graduation rate compare to schools serving similar students statewide?

Exceeds Standard:

Charter school graduation rate exceeds expected performance (effect size $\geq .30$)

Meets Standard:

Charter school graduation rate meets or slightly exceeds expected performance (effect size 0 to $.29$)

Does Not Meet Standard:

Charter school graduation rate is lower than expected performance (effect size -0.01 to $-.29$)

Falls Far Below Standard:

Charter school graduation rate falls far below expected performance (effect size $\leq -.30$)

For information on rationale for effect size thresholds, see *Statistical Power Analysis for the Behavioral Sciences*, Cohen (1988).

5. SCHOOL-SPECIFIC GOALS

5a. Did the charter school meet its school-specific academic goals?

Note: Specific metric(s) and target(s) must be developed and agreed upon by the charter school and the authorizer.

Exceeds Standard:

The charter school exceeded its school-specific academic goal(s).

Meets Standard:

The charter school met its school-specific academic goal(s).

Does Not Meet Standard:

The charter school did not meet its school-specific academic goal(s).

Falls Far Below Standard:

The charter school fell far below its school-specific academic goal(s).



Alabama Public Charter School Commission Financial Performance Framework

Introduction

The Alabama Public Charter School Commission wishes to express credit and appreciation to the Washington State Charter School Commission (Commission) and NACSA, in partnership with CliftonLarsonAllen (CLA), in the development of the Alabama Public Charter Schools Commission's Financial Performance Framework (FPF). The starting point for the draft was NACSA's Core Financial Performance Framework (Core FPF), which is based on best practices in charter school and non-profit finance. NACSA reviewed publically available information about charter law to determine if any of the measures in NACSA's Core FPF would need to be modified given the legislative, political, and financial charter school environment.

Why a Financial Framework?

The Financial Performance Framework is a reporting tool that provides the Commission with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. The measures are designed to be complementary. No single measure gives a full picture of the financial situation of a school. Taken together, however, the measures provide a comprehensive assessment of the school's financial health and viability based on a school's historic trends, near-term financial situation, and future viability.

One of the Commission's core responsibilities with respect to charter schools is to protect the public interest. The Financial Framework is the primary lever for carrying out this responsibility with respect to the allocation of public funds to charter schools. The indicators for the financial framework are as follows.

- 1.a Current Ratio (Near-Term)
- 1.b Unrestricted Days Cash (Near-Term)
- 1.c Debt Default (Near-Term)
- 2.a Total Margin (Sustainability)
- 2.b Debt to Asset Ratio (Sustainability)
- 2.c Cash Flow (Sustainability)
- Enrollment Variance (Informational)

For each of the measures, targets are based on authorizer best practices, industry standards, and ratios that reflect the financial health of the school. The Commission will use data from the year-end audited financial statements for each school along with current financial data gathered through quarterly financial reports to calculate each measure. In order to depict the overall financial health of the school, these calculations are based on *all funds* of the school (not just the general fund).

The Commission believes that the life stage of a school should be taken into considerations when reviewing the financial viability of schools. Therefore, a number of the financial measures have two sets of targets. One set for schools in year 1 or 2 of operation and one set for schools in year 3 or beyond.

Ratings

The Financial Framework ratings are either *Meets Standard*, or *Does Not Meet Standard*. The Commission will consider any relevant context for the school's financial position that informs the causes for any perceived financial shortcomings. Appropriate monitoring and /or intervention will be determined, in part, by how the rating on the measure in question fits within the school's overall financial performance based on *all* evidence examined.

Meets Standard

A *Meets* rating indicates sound financial viability based on the overall financial record. The school may have already met the absolute Financial Performance Framework standard based on the financials under review, or, any concerns have been adequately addressed based on additional information such that the Commission concludes that performance indicates sound financial viability.

Does Not Meet Standard

A *Does Not Meet* rating means that even based on the most current financial information (recent audited financials and more current unaudited financials), the school is not currently meeting the standard, and/or concerns previously identified and of heightened monitoring and/or intervention have not been adequately corrected and/or, if not currently manifested, have been of a depth or duration that warrants continued attention. A *Does Not Meet* rating indicates that upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted. Appropriate monitoring and or interventions will be determined on a case by case basis, and, in part, by how the rating on the standard in question fits within the school's overall performance on the financial framework.

The overall final rating of a school will document the Commission's assessment of the school's financial viability based on cumulative evidence from the quarterly reviews, State Auditor and independent audits, annual budgets, cash on hand, the performance framework, and/or more detailed examination of the school's financial position, as needed.

Additionally, while the Commission provides oversight to charter schools, many of the state and federal fiscal accountability and reporting requirements will be monitored by the Alabama State Department of Education (ALSDE) staff. Charter schools will be required to submit to the Commission and the ALSDE program review and audit reports, and independent audit reports, so that all agencies may work in collaboration regarding state and federal compliance.

There are a number of ways for the Commission to collect data to evaluate a charter school's financial viability and to determine what rating a school deserves on any given measure as well as a rating for the framework as a whole. The Commission is in the process of developing approaches that are most appropriate for evaluating each section of the Financial Performance Framework based on the Commission's values, capacity, Alabama's environment, and collaborative efforts with the ALSDE.

Measures

1. a. Current Ratio – Near Term Indicator

Definition: *The current ratio depicts the relationship between a school’s current assets and current liabilities.*

Overview: The current ratio measures a school’s ability to pay its obligations over the next twelve months. A current ratio of greater than 1.0 indicates that the school’s current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Source of Data: Audited balance sheet

Near Term	
1.a. Current Ratio: Current Assets divided by Current Liabilities	
Rating	
<p>Meets:</p> <p><input type="checkbox"/> Stage 1 (Years 1-2): Current Ratio is greater than or equal to 1.0</p> <p><input type="checkbox"/> Stage 2 (Year 3 and beyond): Current Ratio is greater than or equal to 1.1</p> <p>Or,</p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year’s)</p> <p>Or,</p> <p>Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p>Does Not Meet:</p> <p><input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is greater than 1.0 indicates greater financial health, hence the greater than or equal to 1.1 to meet standard. A current ratio less than 0.9 is a serious financial health risk, based on common standards.

1. b. Unrestricted Days Cash – Near Term Indicator

Definition: *The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.*

Overview: The unrestricted days cash ratio indicates whether or not the school has sufficient cash to meet its cash obligations. Depreciation expense is removed from the total expenses denominator because it is not a cash expense.

Source of Data: Audited balance sheet and income statement. Note that if cash is restricted due to legislative requirements, donor restrictions, or others, the restriction should be listed in the audit.

Near Term	
1.b. Unrestricted Days Cash: Unrestricted Cash divided by ((Total Expenses- Depreciation Expense)/365)	
Rating	
<p>Meets:</p> <p><input type="checkbox"/> Stage 1 (Years 1-2): 30 Days Cash</p> <p><input type="checkbox"/> Stage 2 (Year 3 and beyond): 60 Days Cash or</p> <p><input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Or,</p> <p>Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p>Does Not Meet:</p> <p><input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: At least one month’s of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes irregular receipts of revenue, a 60 day threshold was set for stage-two schools to meet the standard, though schools showing a growing cash balance from prior years and who have enough cash to pay at least one month’s expenses are also financially stable enough and show positive trending, therefore meeting standard. If a school has less than 15 days of cash on hand, they will not be able to operate for more than a few weeks without another cash inflow, and are at high risk for immediate financial difficulties.

1. c. Debt Default – Near Term Indicator

Definition: Debt default indicates if a school is not meeting debt obligations or covenants.

Overview: This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. Additionally, a school that is holding employee 403b contributions to aid cash flow could be considered in default. A school that cannot meet the terms of its loan may be in financial distress. Dependent on the debt environment, the Commission may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. The Commission will have to monitor the debt environment to determine if violations of debt covenants should be considered qualifications for falling below or far below standards.

Source of Data: Notes to the audited financial statements

Near Term	
1. d. Default	
Rating	
<p><i>Meets:</i> <input type="checkbox"/> Stages 1 and 2: School is not in default of loan covenant(s) and/or is not delinquent with debt service Or, Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p><i>Does Not Meet:</i> <input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress.

2. a. Total Margin and Aggregated Three-year Total Margin – Sustainability Indicator

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources.

Overview: The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track as schools cannot operate at deficits for a sustained period of time without risk of closure. Though the intent of a school is not to make money, it is important for charters to build, rather than deplete, a reserve to support growth or sustain the school in an uncertain funding environment.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single year total margin indicator. The performance of the school in the most recent year, however, is indicative of the sustainability of the school, thus the school must have a positive total margin in the most recent year to meet standard.

Source of Data: Three years of audited income statements

Sustainability	
2.a. Total Margin: Net Income divided by Total Revenue	
Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
Rating	
<p>Meets:</p> <p><input type="checkbox"/> Stage 1 (Years 1-2): Total Margin must be positive in both years</p> <p><input type="checkbox"/> Stage 2 (Year 3 and beyond): Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive,</p> <p>Or,</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, <i>and</i> the most recent Total Margin is positive</p> <p>Or,</p> <p>Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p>Does Not Meet:</p> <p><input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large capital expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin, but require a positive total margin for the current year to meet standard. A margin in any year of less than -10 percent or an aggregate three-year total margin less than -1.5 percent is an indicator of financial risk.

2. b. Debt to Asset Ratio – Sustainability Indicator

Definition: *The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.*

Overview: The debt to asset ratio compares the school’s liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Source of Data: Audited balance sheet

Sustainability	
2.b. Debt to Asset Ratio:	
Total Liabilities divided by Total Assets	
Rating	
<p>Meets:</p> <p><input type="checkbox"/> Stages 1 and 2: Debt to Asset Ratio is less than 0.90</p> <p>Or,</p> <p>Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p>Does Not Meet:</p> <p><input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: A debt to asset ratio greater than 1.0 is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicate a financially healthy balance sheet, both in the assets and liabilities, and the implied balance in the equity account.

2. c. Cash Flow – Sustainability Indicator

Definition: *The cash flow measure indicates a school’s change in cash balance from one period to another.*

Overview: Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year to year can have a long-term impact on a school’s financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. Similar to total margin, this measure is not intended to encourage amassing resources instead of deploying them to meet the mission of the organizations, but rather to provide for stability in an uncertain funding environment.

Source of Data: Three years of audited balance sheets

Sustainability	
2.c. Cash Flow	
<p>Multi-Year Cash Flow = (Year 3 Total Cash) - (Year 1 Total Cash)</p> <p>One Year Cash Flow = (Year 2 Total cash) - (Year 1 Total Cash)</p>	
Rating	
<p>Meets:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stage 1 (Year 1): N/A <input type="checkbox"/> Stage 1 (Year 2): Positive one-year Cash Flow <input type="checkbox"/> Stage 2 (Year 3 and beyond): Multi-Year Cumulative Cash Flow is positive <i>and</i> Cash Flow is positive each year, Or, <input type="checkbox"/> Multi-Year and most recent year Cash Flows are positive Or, Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability. 	<p>Does Not Meet:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.

Guidelines for Target Level and Ratings: A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

Enrollment Variance – Near Term Indicator

NOTE: This measure is informational only.

Definition: Enrollment variance indicates whether or not the school is meeting its enrollment projections. As enrollment is a key (often the key) driver of revenue, variance is important to track the sufficiency of revenues generated to fund ongoing operations.

Overview: The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. Though enrollment is not the singular driver of revenues for a school, it is highly correlated at a minimum. As school budgets are generally designed to match expenses with projected revenues, a poor enrollment variance is a substantial indicator of potential financial issues. It is critical to capture this information as early in the school year as possible to determine whether you may need to take action or intervene in some way.

Schools less than five years old may have greater fluctuations in their enrollment because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Many authorizers in the field use enrollment variance as a way to not only evaluate a charter school’s financial health, but also to monitor how savvy the school’s board and management are at forecasting. Thus, while enrollment variance is a primary measure of financial health, it can also be seen as a secondary measure for organizational aptitude.

Source of Data:

- Projected enrollment – Charter school board-approved budget for the year in question
- Actual enrollment

Near Term	
Enrollment Variance: Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
Rating	
<p><i>Meets:</i> <input type="checkbox"/> Stage 1 and 2: Enrollment Variance equals or exceeds 95% Or, Stages 1 and 2: Any concerns have been adequately addressed based on additional information such that the Commission concludes that performance against the standard indicates sound financial viability.</p>	<p><i>Does Not Meet:</i> <input type="checkbox"/> Stages 1 and 2: Upon evidence from the performance framework, quarterly reports, notice of concerns, and investigation and review, the Commission identifies significant financial risk such that heightened monitoring and/or intervention are warranted.</p>

Guidelines for Target Level and Ratings: Enrollment variance less than 85 percent indicates that a significant amount of funding on which a school set its expense budget is no longer available, and thus the school is at a significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses, and thus are not at a significant risk of financial distress.

Follow-Up/Additional Information that the Commission may Request

Measure	Additional Information to Request	Look For
1.a Current Ratio	Monthly financial statements	Monthly current ratio trending upwards
1.b Days Cash	Actual to-date cash flow and cash flow projections through the end of the fiscal year. Monthly financial statements	Increases in unrestricted cash and days cash on hand approaching the target <i>Note: It is important to review the cash flow monthly due to irregular funding streams</i>
1.c Debt Default	Copies of default-related documents the school received from the lender	Proof that the school is no longer in default, the lender has waived covenants, or the school has a plan to meet the covenants
2.a Total Margin	Revised budget Monthly (new) budget variance report	Budget demonstrates a net surplus and few, if any, variances are present
2.b Debt to Asset Ratio	Action plan and updated budget to increase the school's Net Assets Monthly financial statements	Monthly debt to asset ratio trending upwards Alignment among the action plan, budget, and financial statements
2.c Cash Flow	Actual to-date cash flow and cash flow projections through the end of the fiscal year	Increases in cash balance over the course of the year
Enrollment Variance	Budget revised to reflect lower enrollment Monthly (new) budget variance reports	Budget demonstrates a net surplus and few, if any, variances are present <i>Note: Review that the school has adjusted staffing expenses to align with enrollment</i>

Alabama New Sector Development Community of Practice Team

Tyler Barnett, Executive Director

New Schools for Alabama
[REDACTED]

Emily Schultz, Director of State Advocacy & Policy

National Alliance for Public Charter Schools
[REDACTED]

Emily leads state-specific policy advancement for the National Alliance, working across multiple states to pass charter-friendly regulations. She was instrumental in the passage of Alabama's initial charter law.

Thomas Rains, VP of Operations & Policy

A Plus Education Partnership
[REDACTED]

Thomas manages the policy shop of Alabama's largest education nonprofit/think tank. He was formerly Vice-Chair of the Alabama Public Charter School Commission and helped pass the charter law in Alabama.

Neonta Williams, Founder

Black Alabamians for Education
[REDACTED]

Neonta is an Alabama native who worked for Black Alliance for Educational Options in Alabama before starting BA4E, which is focused on organizing Black parents and pastors around quality school choice options.

Brandon Demyan, General Counsel

Office of the Pro Tem, Alabama State Senate
[REDACTED]

Brandon serves as the policy expert in the Alabama State Senate and was involved in the passing of the law in 2015. He is very familiar with the regulatory environment governing charters.

Carol Butler, Executive Director

Mike & Gillian Goodrich Foundation
[REDACTED]

The Goodrich Foundation was an early supporter of the charter law based on their involvement with Purpose Built Communities. Carol maintains a pulse on the funder perspective on Alabama's developing charter sector.

Logan Searcy, AL Public Charter School Commission Liaison

Alabama State Department of Education
[REDACTED]

Logan serves as the liaison between the AL State Department of Education and the State Charter Commission, effectively staffing the Commission and supporting their authorizing functions.

Alabama State Department of Education Charter School Team

Section	Contact	Email	Extension
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Asst Supt	Tony Thacker		
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Counseling and Guidance	Sean Stevens		
E-Rate Program	Jerome Browning		
(SIS)Chalkable PD	Lori Newton		
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Compliance Monitoring	Paul Gay		
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Pupil Transportation	Jeremy Seamon		
Child Nutrition	June Barrett		
LEA Accounting and Fiscal Accountability	Barry Kachelhofer		
Facilities	Perry Taylor		
Accountability	Angela Martin		
Research and Data	Tony Thacker		

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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BUDGET NARRATIVE

INTRODUCTION

The Budget Narrative represents a justification for the anticipated costs of administering the Alabama CSP Grant in accordance with the activities described in the Project Narrative. The first section of the Budget Narrative outlines the total number of estimated subgrants awarded per year, along with the cumulative award amount over the five-year period. The first section also provides a detailed description of cumulative five-year expenditures within each budget category. All sections thereafter describe expenditures on a year-by-year basis. New Schools for Alabama has mechanisms in place to assure that all subgrants awarded to eligible applicants will not exceed the maximum funding limit of \$1,500,000 per school over the lifetime of the subgrant. All subgrants are for a maximum of 5 years each.

CUMULATIVE FIVE-YEAR BUDGET TOTALS

Over the five-year period spanning this grant, New Schools for Alabama will award at least 15 subgrants at a maximum of [REDACTED] each for a total of [REDACTED] in subgrants. See *Table 1* below for more information.

Table 1. Total Estimated Subgrants Per Year

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
# Awards	3	3	3	3	3	15
\$/Award	[REDACTED]					
Total \$	[REDACTED]					

The Budget Summary provides a description of expenditures anticipated for each budget category for each of the five years of the grant. As previously indicated, New Schools for Alabama anticipates awarding [REDACTED] in subgrants over the life of this grant and anticipates incurring [REDACTED] in additional expenses for Technical Assistance as well as [REDACTED] for Administrative costs. For the total year-to-year expenses anticipated for each category, see *Table*

2, *Budget Summary*. To see the portion of expenses that will be allocated for Technical Assistance as compared to those used for Administrative costs, see *Table 3. Administrative v. Technical Assistance – Cumulative Costs*. Finally, for a year-by-year breakdown of the apportionment of Administrative costs as compared to Technical Assistance costs, see *Table 4*.

Table 2. Budget Summary

Budget Category	Y1	Y2	Y3	Y4	Y5	Total
Personnel						
Fringe (25%)						
Travel						
Equipment						
Supplies						
Contractual						
Construction						
Other						
Total Direct						
Indirect Costs						
Stipends						
Total Costs						

To see a year-by-year analysis of which costs will be associated with either Administrative costs or Technical Assistance, see *Tables 2, 3, and 4*. Note that the additional [REDACTED] expense on Equipment in Year 1 brings the apportionment of Administrative costs to exactly [REDACTED] for that year. Each year therefore, the apportionment drops to [REDACTED]. In Year 5, travel costs drop by [REDACTED] because of reduced need and to accommodate a [REDACTED] fee for an external evaluation.

Table 2. Year 1 Costs: Administrative v. Technical Assistance (TA)

Recipient Type	Total Amount	Admin	TA
Contractual			
Personnel			
Fringe Benefits			
Equipment, Supplies			
Travel			
Subgrants			
Total			
Percent Grand Total			

Table 3. Years 2-4 Costs: Administrative v. Technical Assistance (TA)

Recipient Type	Total Amount	Admin	TA
Contractual			
Personnel			
Fringe Benefits			
Equipment, Supplies			
Travel			
Subgrants			
Total			
Percent Grand Total			

Table 4. Year 5 Costs: Administrative v. Technical Assistance (TA)

Recipient Type	Total Amount	Admin	TA
Contractual			
Personnel			
Fringe Benefits			
Equipment, Supplies			
Travel			
Subgrants			
Total			
Percent Grand Total			

Table 5 provides a cumulative summary of costs associated with the great and the attribution of such costs to either the Administrative or the Technical Assistance categories.

Table5. Administrative v. Technical Assistance – Cumulative Costs

Budget Category	Admin	TA	Total
Personnel			
Fringe			
Travel			
Equipment			
Supplies			
Contractual			
Construction			
Other			
Total Direct			
Indirect Costs			
Stipends			
Total Costs			
% Allocations			

YEAR ONE BUDGET TOTALS

Personnel: [REDACTED]

As indicated in the Project Narrative, New Schools for Alabama will dedicate 1.8 FTEs to this project, with the Executive Director committing 80% of his time and the Charter Development Director committing fully 100% of his time. The Personnel allotment will accommodate the fully salary of the Charter Development Director and will offset roughly 37% of the Executive Director's salary.

Admin: [REDACTED]

TA: [REDACTED]

Fringe Benefits: [REDACTED]

This category anticipates funding the Fringe Benefits for the collective Personnel costs of the Charter Development Director and the Executive Director at 25% each for their respective salary allotments associated with the grant. The 25% standard figure is calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Admin: [REDACTED]

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting in Washington DC includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff travel for recruitment activities of prospective charter applicants,

including attendance at invite-only charter events, travel to conduct site visits to individual prospective CMOs and charter leaders, and travel to host regional recruitment events for local leaders.

- [REDACTED] Staff and consultant travel to and across the state, to NSFAs and to conduct site visits to charters and authorizers as described in the Project Narrative. Includes mileage and reimbursement rates for hotel, as well as per diem for travel.

TA: [REDACTED]

Equipment: [REDACTED]

This section accommodates the purchase of two laptop computers ([REDACTED] each) and software to support grant tracking and presentation development ([REDACTED]), desktop printer ([REDACTED]) and one projector for technical assistance and media events ([REDACTED]).

Admin: [REDACTED]

Supplies: [REDACTED]

This section accommodates the ongoing use of office supplies, printing materials, presentation materials, and other supplies necessary to execute the program.

Admin: [REDACTED]

Contractual: [REDACTED]

- [REDACTED] Fiscal Management, Monitoring & Oversight. Insignia Partners will manage activities related to data collection and reporting, financial management, compliance monitoring, and infrastructure development support as described in the Project Narrative.
- [REDACTED] Parent and Community Involvement. Black Alabamians for Education will design and implement activities related to targeted community engagement

strategies as described in the Project Narrative.

- [REDACTED] Charter School and Authorizer Oversight and Technical Assistance. ALSDE Charter Office will continue to provide services around authorizer support and oversight as well as technical assistance to charter schools and applicants in coordination with New Schools for Alabama. Funds will also support additional staff capacity necessary for the growing charter sector.
- [REDACTED] Authorizer Training. These costs are associated with training for charter authorizers via contract with the National Association of Charter School Authorizers that support the Alabama Public Charter School Commission, the ALSDE Charter Office, and local authorizers around the state.

TA: [REDACTED]

YEARS TWO-FOUR BUDGET TOTALS

Personnel: [REDACTED]

As indicated in the Project Narrative, New Schools for Alabama will dedicate 1.8 FTEs to this project, with the Executive Director committing 80% of his time and the Charter Development Director committing fully 100% of his time. The Personnel allotment will accommodate the fully salary of the Charter Development Director and will offset roughly 37% of the Executive Director’s salary.

Admin: [REDACTED]

TA: [REDACTED]

Fringe Benefits: [REDACTED]

This category anticipates funding the Fringe Benefits for the collective Personnel costs of the Charter Development Director and the Executive Director at 25% each for their respective salary allotments associated with the grant. The 25% standard figure is

calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Admin: [REDACTED]

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors’ meeting in Washington DC includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff travel for recruitment activities of prospective charter applicants, including attendance at invite-only charter events, travel to conduct site visits to individual prospective CMOs and charter leaders, and travel to host regional recruitment events for local leaders.
- [REDACTED] Staff and consultant travel to and across the state, to NSFA and to conduct site visits to charters and authorizers as described in the Project Narrative. Includes mileage and reimbursement rates for hotel, as well as per diem for travel.

TA: [REDACTED]

Supplies: [REDACTED]

This section accommodates the replenishment and ongoing use of office supplies, printing materials, presentation materials, and other supplies.

Admin: [REDACTED]

Contractual: [REDACTED]

- [REDACTED] Fiscal Management, Monitoring & Oversight. Insignia Partners will manage activities related to data collection and reporting, financial management, compliance monitoring, and infrastructure development support as described in the Project Narrative.
- [REDACTED] Parent and Community Involvement. Black Alabamians for Education will design and implement activities related to targeted community engagement strategies as described in the Project Narrative.
- [REDACTED] Charter School and Authorizer Oversight and Technical Assistance. ALSDE Charter Office will continue to provide services around authorizer support and oversight as well as technical assistance to charter schools and applicants in coordination with New Schools for Alabama. Funds will also support additional staff capacity necessary for the growing charter sector.
- [REDACTED] Authorizer Training. These costs are associated with training for charter authorizers via contract with the National Association of Charter School Authorizers that support the Alabama Public Charter School Commission, the ALSDE Charter Office, and local authorizers around the state.
- [REDACTED] Communications Consultant. Consulting fee for communications firm to enhance communications by way of web development, search engine optimization, social media visibility, and print media for recruitment. Communications will be strictly program-related for three purposes: (1) increasing reach throughout regional market for recruitment of new leaders to the incubator; (2) increasing reach to CMOs nationally; and (3) enhancing community engagement efforts.

Admin: [REDACTED]

YEAR FIVE BUDGET TOTALS

Personnel: [REDACTED]

As indicated in the Project Narrative, New Schools for Alabama will dedicate 1.8 FTEs to this project, with the Executive Director committing 80% of his time and the Charter Development Director committing fully 100% of his time. The Personnel allotment will accommodate the fully salary of the Charter Development Director and will offset roughly 37% of the Executive Director's salary.

Admin: [REDACTED]

TA: [REDACTED]

Fringe Benefits: [REDACTED]

This category anticipates funding the Fringe Benefits for the collective Personnel costs of the Charter Development Director and the Executive Director at 25% each for their respective salary allotments associated with the grant. The 25% standard figure is calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Admin: [REDACTED]

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting in Washington DC includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff and consultant travel to and across the state, to NSFA and to conduct

site visits to charters and authorizers as described in the Project Narrative. Includes mileage and reimbursement rates for hotel, as well as per diem for travel.

TA: [REDACTED]

Supplies: [REDACTED]

This section accommodates the replenishment and ongoing use of office supplies, printing materials, presentation materials, and other supplies.

Admin: [REDACTED]

Contractual: [REDACTED]

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- [REDACTED] External Project Evaluation. Independent quantitative evaluation of Alabama charter schools to be conducted by external evaluator which will address academic achievement, fiscal management, and programmatic objectives.

TA: [REDACTED]