

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



**APPLICATION FOR GRANTS**  
**UNDER THE**

**84.282A CSP Grants to State Entities**

**CFDA # 84.282A**

**PR/Award # U282A170021**

**Grants.gov Tracking#: GRANT12401872**

OMB No. , Expiration Date:

Closing Date: May 18, 2017

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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="05/18/2017"/>	4. Applicant Identifier: <input type="text"/>
--	--

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

**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="██████████"/>	* c. Organizational DUNS: <input type="text" value="██████████"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="309 NW 13th, Ste. 103"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Oklahoma City"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="OK: Oklahoma"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="73103-3708"/>

**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"/>	* First Name: <input type="text" value="Sarah"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Julian"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="██████████"/>	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-032717-002

\* Title:

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

**13. Competition Identification Number:**

84-282A2017-1

Title:

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

Oklahoma Congressional Districts.pdf

Add Attachment

Delete Attachment

View Attachment

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

Oklahoma Charter School Grant Application 2017

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.

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="16,499,722.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="16,499,722.00"/>

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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

**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:

Oklahoma Congressional Districts To Be Affected By 2017 CSP Grant

- 1<sup>st</sup>: Jim Bridenstine
- 2<sup>nd</sup>: Markwayne Mullin
- 3<sup>rd</sup>: Frank Lucas
- 4<sup>th</sup>: Tom Cole
- 5<sup>th</sup>: Steve Russell

Oklahoma Congressional Districts To Be Affected By 2017 CSP Grant

- 1<sup>st</sup>: Jim Bridenstine
- 2<sup>nd</sup>: Markwayne Mullin
- 3<sup>rd</sup>: Frank Lucas
- 4<sup>th</sup>: Tom Cole
- 5<sup>th</sup>: Steve Russell

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

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Oklahoma Public School Resource Center, Inc.

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						0
2. Fringe Benefits	.00					
3. Travel	11,500.00	11,500.00	12,500.00	12,500.00	12,500.00	60,500.00
4. Equipment	5,000.00	0.00	2,000.00	1,000.00	0.00	8,000.00
5. Supplies	3,350.00	3,350.00	3,350.00	3,350.00	3,350.00	16,750.00
6. Contractual	29,500.00	39,000.00	39,000.00	39,000.00	48,500.00	195,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	750,000.00	3,000,000.00	3,000,000.00	3,000,000.00	5,250,000.00	15,000,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						0
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 # U282A170021

Name of Institution/Organization Oklahoma Public School Resource Center, Inc.	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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Pat McKinstry</p>	<p>TITLE</p> <p>Executive Director</p>
<p>APPLICANT ORGANIZATION</p> <p>Oklahoma Public School Resource Center, Inc.</p>	<p>DATE SUBMITTED</p> <p>05/18/2017</p>

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

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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: Oklahoma Public School Resource Center, Inc.

\* Street 1: 309 NW 13th, Ste. 103    Street 2: \_\_\_\_\_

\* City: Oklahoma City    State: OK: Oklahoma    Zip: 73103-3708

Congressional District, if known: 5

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

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 \_\_\_\_\_ Street 2 \_\_\_\_\_

\* City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A 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: Pat McKinstry

\* Name: Prefix \_\_\_\_\_ \* First Name Brent Middle Name Michael  
\* Last Name Bushey Suffix \_\_\_\_\_

Title: Executive Director    Telephone No.: \_\_\_\_\_    Date: 05/18/2017

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## 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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPASection427Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Oklahoma Public School Resource Center  
FY2017 Application for Grants Under the Charter School Program  
(CFDA Number: 84.282)  
GEPA Section 427 Statement

The Oklahoma Public School Resource Center will work to ensure equitable access and participation for all interested in applying for the Charter School Program subgrants.

One area that could impede progress is some people's hesitation toward charter schools being established in rural communities. Based on changes to the Oklahoma Charter School Act, if an entity applies to be sponsored by a local school district and the district rejects the application, the charter entity can appeal to the Oklahoma State School Board. The State School Board can then accept the appeal and become the charter school's sponsor. This appeal process will help to ensure that those looking to bring a high-quality charter into a community will not be hindered by anyone's prejudice against public charter schools.

Oklahoma is also facing a talent shortage among our educators. However, with this CSP grant, we will be working closely with an extensive list of partners (communities, philanthropic organizations and individuals, businesses) that can help develop talent so as to avoid this potential problem.

## 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.

<b>* APPLICANT'S ORGANIZATION</b>		
Oklahoma Public School Resource Center, Inc.		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mr.	* First Name: Brent	Middle Name: Michael
* Last Name: Bushey	Suffix:	
* Title: Executive Director		
<b>* SIGNATURE:</b> Pat McKinstry	<b>* DATE:</b> 05/18/2017	

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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Eric		Doss	

Address:

Street1:	309 NW 13th, Ste. 103
Street2:	
City:	Oklahoma City
County:	
State:	OK: Oklahoma
Zip Code:	73103-3708
Country:	USA: UNITED STATES

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

Email Address:

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**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:

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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.

	Add Attachment	Delete Attachment	View Attachment
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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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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

Oklahoma Public School Resource Center  
2017 Charter School Grant Application  
Abstract Narrative

Significant improvements to the Oklahoma Charter School Act in 2015 now allow for the expansion of charter schools statewide, and additional entities can serve as charter authorizers (OK State School Board, career techs, public universities, Native American tribes). Because of these changes, Oklahoma now has charters in both rural and urban communities, and the state is poised to continue improving the public education landscape through the expansion of quality charter schools. Oklahoma charters provide students with some of the most transformative and innovative educational options in the state, and charter student outcomes are among the highest in our public education system. Yet for our growing student population, especially educationally disadvantaged students, we must create additional high-quality charter schools. Thus, the Oklahoma Public School Resource Center (OPSRC) is applying for the Charter School Program grant to achieve the following objectives:

**Objective 1:** Increase the number of high-quality charter schools in the state with an emphasis on those serving educationally disadvantaged students.

**Objective 2:** Improve student outcomes in Oklahoma charter schools, especially for educationally disadvantaged students.

**Objective 3:** Disseminate best practices to stakeholders statewide.

Over the next five years, Oklahoma CSP subgrants would provide critical funds to establish 25 high-quality charter schools across the state, providing our students with improved educational opportunities and further expanding the increasingly important role charters play in Oklahoma's public education system. We are asking for a total of \$16,499,722 to help us achieve these goals.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

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**Competitive Preference Priority # 1: *Periodic Review and Evaluation (0 or 5 points)***

Oklahoma law requires that the State, as well as charter authorizers<sup>1</sup>, provide annual performance reviews of charter schools. In fact, the Act is replete with requirements that work to ensure charter schools are meeting the terms of the school’s charter, its academic, and/or its operational goals and measurable achievement outcomes/metrics. Specifically, the Act grants an authorizer<sup>2</sup> the affirmative power *and* duty to “provide oversight of the operations of the charter school...through *annual* performance reviews of charter schools and reauthorization of charter schools for which it is a sponsor.<sup>3</sup>” The charter school operational and performance reviews are to be based upon compliance with the Act, as well as the charter school having met or exceeded the identified academic and operational performance indicators and metrics required to be set forth in a charter contract. Toward that end, the State Board of Education and other currently existing charter authorizers have implemented annual performance frameworks and are imposing consequences, if necessary, on the charter school.<sup>4</sup> As clearly set forth in the performance review documents, the purpose is to determine whether the charter school is meeting the terms of the charter and meeting or exceeding the student academic achievement goals and standards.

In addition to the annual performance monitoring and reviews, charter schools are held accountable to the same state and federal academic standards as are all other public schools in

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<sup>1</sup> In addition to every school district in the state, the Act further expands sponsorship to twenty-seven (27) higher education institutions, thirty-nine (39) Native American Tribes, and twenty-nine (29) technology centers. *See* 70 O.S. §3-132 within the OK Charter School Statute: <https://drive.google.com/file/d/0Byl4kEcIlFr2SmN6VkRPTFdINU0/view?usp=sharing>.

<sup>2</sup> In Oklahoma’s charter statute, the governing entities of a charter school are referred to as “sponsors.” For consistency with the charter school program guidelines, we refer to these sponsors as “authorizers.”

<sup>3</sup> Oklahoma Charter School Statute: <https://drive.google.com/file/d/0Byl4kEcIlFr2SmN6VkRPTFdINU0/view?usp=sharing>.

<sup>4</sup> See Appendix F for an example of a performance framework used by the State Board of Education.

Oklahoma. Also, as a part of the statewide accountability system, the Oklahoma State Department of Education (the “OSDE”) issues an annual report card for every public school (including charters) that indicates the school’s performance on state standardized assessments. The OSDE posts the report cards to its website ([afreportcards.ok.gov](http://afreportcards.ok.gov)); a charter school’s report card can be accessed via the specific webpage for its authorizing district, within its own stand-alone site(s), as a measure against other public schools (including charters) in the state or against the statewide report card.

As an additional safeguard for quality control and effective operational performance, prior to the beginning of the last year of the current charter contract, an authorizer is mandated to provide a charter school performance report and renewal application to a charter school. The charter school performance report must provide a record of the charter’s performance, as described in greater detail herein. Furthermore, in making charter renewal decisions, the Act mandates that an authorizer shall:

1. Ground decisions on evidence of the performance of the school over the term of the charter contract in accordance with the performance framework set forth in the charter contract and shall take into consideration the percentage of at-risk students enrolled in the school;
2. Grant renewal to schools that have achieved the standards, targets and performance expectations as stated in the charter contract and are organizationally and fiscally viable and have been faithful to the terms of the contract and applicable law.<sup>5</sup>

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<sup>5</sup> See 70 O.S. §3-137 (D1). The sponsor may deny the request for renewal if it determines the charter school has failed to complete the obligations of the contract or comply with the provisions of the Oklahoma Charter Schools Act. A sponsor shall give written notice of its intent

Additionally, if not otherwise previously terminated, charter schools in Oklahoma are subject to further review at the time of the charter renewal. This review is an additional measure of charter school accountability, going above and beyond the review of whether the charter school has met the benchmarks of the charter and/or contract, and which may result in school closure.

Furthermore, the Act mandates automatic closure due to poor academic performance. Specifically, the State Board of Education is required to identify charter schools in the state that are ranked in the bottom five percent (5%) of all public schools (determined in accordance with the State's annual accountability framework). If a charter school is identified within that five percent (5%) of schools over the course of three (3) years, an authorizer shall close the charter school.

In addition to the accountability for charter schools and the ability to impose meaningful consequences on their low-performing schools, the authorizers are also now accountable to the State Board of Education. That is, if the authorizers are not being accountable and failing to impose meaningful consequences on poor performing schools, the authorizer is required to come before the State Board of Education and defend its inaction. Further, if the State Board of Education has closed or transferred authorization of at least twenty-five percent (25%) of charter

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to deny the request for renewal at least eight (8) months prior to expiration of the contract. In making charter renewal decisions, a sponsor shall:

1. Ground decisions on evidence of the performance of the school over the term of the charter contract in accordance with the performance framework set forth in the charter contract and shall take into consideration the percentage of at-risk students enrolled in the school;
2. Grant renewal to schools that have achieved the standards, targets and performance expectations as stated in the charter contract and are organizationally and fiscally viable and have been faithful to the terms of the contract and applicable law;
3. Ensure that data used in making renewal decisions are available to the school and the public; and
4. Provide a public report summarizing the evidence used as the basis for each decision.

schools chartered by one authorizer, the State may indefinitely suspend the authority of the authorizer to authorize new charters. Finally, if an authorizer is not abiding by its responsibilities and duties, the State Board of Education has the ability to withhold all funding being provided to such authorizer for its authorization and performance of duties associated therewith<sup>6</sup>.

As the agent for the state's charter schools, the OSDE engages in a specific review process for schools (including charter schools) as a condition of receiving state funding. No less than annually, the OSDE Regional Accreditation Officers (RAO) review, monitor and provide oversight of charter schools to ensure compliance with applicable laws, regulations and frameworks. If awarded a Charter School Program (CSP) grant, the OPSRC technical assistance team will partner with the State's RAOs to bolster these monitorings and reviews of charter schools receiving subgrant funding to ensure that the subgrantees meet reporting requirements, receive support as needed and that best practices are being identified and shared with stakeholders.

**Competitive Preference Priority 2: *Charter School Oversight* (0 or 5 points)**

(a)(1) Since original adoption in 1999, the Act has required that each charter school in the State operate pursuant to a legally binding charter (i.e., the approved charter school application) and charter school contract.<sup>7</sup> All authorizers must negotiate and execute a sound charter contract with each of their approved charter schools. While the Act has always required the contract to set forth the rights and responsibilities of the charter school and its authorizer, amendments to the Act will only serve to bolster the charter application and charter contractual requirements. In fact, the 2015 amendments to the Act now enumerate forty-seven requirements in a charter

<sup>6</sup> See 70 O.S. §3-137 (G8).

<sup>7</sup> See 70 O.S. §3-135:

<https://drive.google.com/file/d/0Byl4kEcIIIFr2SmN6VkrPTFdINU0/view?usp=sharing>.

application and charter contract under which the charter school and the authorizer will be operating.<sup>8</sup> Further, the Act expressly contemplates and authorizes an authorizer to incorporate pre-opening requirements relating to all preparation procedures prior to allowing a charter school to open.<sup>9</sup> The Act additionally sets initial charter contract terms for a five-year period and then outlines a specific renewal timeline, which can (if renewed) vary from one year to more than the initial five year term.<sup>10</sup> The OSDE, in conjunction with the OPSRC, has developed a contract template for authorizers and charter schools to use as the foundation for developing their specific contract.<sup>11</sup> This template outlines that the charter school shall make reasonable progress towards meeting or exceeding the performance goals as described in the charter application.

**(a)(2)** Likewise, without ambiguity, the Act requires every charter school in the state to conduct annual independent audits of the financial statements of the charter school. More specifically, the Act provides that a charter “shall be subject to the same reporting requirements,

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<sup>8</sup> See 70 O.S. §3-134 and 70 O.S. §3-135:

<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>. .

<sup>9</sup> See 70 O.S. §3-135 (B). No charter school may begin serving students without a charter contract executed in accordance with the provisions of the Oklahoma Charter Schools Act and approved in an open meeting of the sponsor. The sponsor may establish reasonable pre-opening requirements or conditions to monitor the start up progress of newly approved charter schools and ensure that each school is prepared to open smoothly on the date agreed and to ensure that each school meets all building, health, safety, insurance and other legal requirements for the opening of a school.

<sup>10</sup> An approved contract for a charter school shall be effective for five (5) years from the first day of operation. A charter contract may be renewed for successive five-year terms of duration, although the sponsor may vary the term based on the performance, demonstrated capacities and particular circumstances of each charter school. A sponsor may grant renewal with specific conditions for necessary improvements to a charter school.

<sup>11</sup> A copy of this template is included in Appendix F. Additionally, the Charter School Contract Template can be accessed here:

<https://drive.google.com/file/d/0Byl4kEcIIFr2WVI1MVQ3c0dLOEE/view?usp=sharing>.

financial audits, audit procedures and audit requirements as a school district.”<sup>12</sup> Oklahoma law mandates that each school district in the state has an annual finance and compliance audit of all funds of the district.<sup>13</sup>

Furthermore, the law requires each annual audit of a school district to be filed with, and maintained by, the charter school’s governing board of education.<sup>14</sup> Oklahoma charter schools and authorizers are required to submit the annual audit to the State Board of Education, the State Auditor, and the local district board of education who may also serve as authorizer of the charter school. If a charter school and the authorizer does not submit the annual audit, the State Board of Education is mandated to impose sanctions and consequences, to include but not limited to, the withholding of state aid.<sup>15</sup>

**(a)(3) Charter demonstrates improved student academic achievement**

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<sup>12</sup> See 70 O.S. §3-136.6: A charter school, to the extent possible, shall be subject to the same reporting requirements, financial audits, audit procedures, and audit requirements as a school district. The State Department of Education or State Auditor and Inspector may conduct financial, program, or compliance audits. A charter school shall use the Oklahoma Cost Accounting System to report financial transactions to the sponsoring school district.

<sup>13</sup> See 70 O.S. §22-103: A. The board of education of each school district in this state shall provide for and cause to be made an annual audit of such school district for each fiscal year. Said audit shall be a financial audit and a compliance audit of all funds of the school district, including the records of all student activity funds designated in Section 5-129 of this title. Such audit or audits shall be made at the end of the fiscal year; provided, however, the local board of education may require that audits be made at more frequent intervals.

B. Findings of material weaknesses, qualifications of the auditor's report and of defalcations, or a report of lack of such findings, shall be communicated in writing to the board. Upon completion of an audit, the auditor shall conduct the final exit interview at a meeting of the board. No part of the final exit interview shall be conducted with any employee of the board except in open meeting of the board; provided, portions of the final exit interview related to matters which the board is authorized by law to consider in executive session may be so considered.

<sup>14</sup> Oklahoma Charter School Statute:

<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.

<sup>15</sup> See 70 O.S. §22-112: All further payment of state aid for each district shall be withheld until the provisions of this article have been fulfilled by said district.

(b) As a central purpose of the Oklahoma Charter Schools Act, charter schools shall be approved to (1) improve student learning; (2) increase learning opportunities for students; (3) provide additional academic choices for parents and students; and, (4) require the measurement of student learning and create different and innovative forms of measuring student learning.<sup>16</sup> In furtherance of these opportunities and requirements, authorizers must use increases in student academic achievement for all groups of students described in 20 USC §6311(c)(2) of the ESEA when determining to renew or revoke a school's charter. Additionally, when initially determining whether to grant sponsorship to a proposed charter, the authorizer must take into account the proposed operator/charter school's prior operating portfolio, giving substantial weight to student academic achievement history in such portfolio.<sup>17</sup>

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<sup>16</sup> Oklahoma Charter School Statute: The purpose of the Oklahoma Charter Schools Act is to:  
A. Improve student learning; 2. Increase learning opportunities for students; 3. Encourage the use of different and innovative teaching methods; 4. Provide additional academic choices for parents and students; 5. Require the measurement of student learning and create different and innovative forms of measuring student learning; 6. Establish new forms of accountability for schools; and 7. Create new professional opportunities for teachers and administrators including the opportunity to be responsible for the learning program at the school site.

B. The purpose of the Oklahoma Charter Schools Act is not to provide a means by which to keep open a school that may otherwise be closed. Applicants applying for a charter for a school which is to be otherwise closed shall be required to prove that conversion to a charter school fulfills the purposes of the act independent of closing the school. Nothing in this section shall be interpreted to preclude a school designated as a "high challenge school" from becoming a charter school.

<sup>17</sup> See 70 O.S. §3-132 (C): An eligible non-school-district sponsor shall give priority to applicants that have demonstrated a record of operating at least one school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed charter school seeks to serve. In assessing the potential for quality replication of a charter school, a sponsor shall consider the following factors before approving a new site or school: 1. Evidence of a strong and reliable record of academic success based primarily on student performance data, as well as other viable indicators, including financial and operational success.

Further, the Act expressly provides that an authorizer is to terminate a contract during the term of the contract if it determines the school fails to meet the requirements for student performance, in any or all subgroup, contained in the contract.<sup>18</sup> To monitor the progress of a charter school meeting the requirements for student performance, including by subgroup, Oklahoma law requires annual performance reviews of charter schools, including but not limited to those at the time determining whether to renew or revoke a school's charter.<sup>19</sup> The performance review and monitoring are applicable to **all charter schools in the State**, regardless of whether they are virtual or brick and mortar, or authorized by a school district or another authorized entity. For example, in addition to its adoption of the National Association of Charter School Authorizer's (NACSA) Principles and Standards, the State Board of Education adopted a model template for authorizers in the state to utilize in establishing an academic performance framework that sets forth student academic expectations and the measurement of sufficient progress towards such expectations. The template recommends that each charter annually

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<sup>18</sup> See 70 O.S. §3-137 (F): A sponsor may terminate a contract during the term of the contract for failure to meet the requirements for student performance contained in the contract, failure to meet the standards of fiscal management, violations of the law, or other good cause. The sponsor shall give at least ninety (90) days' written notice to the governing board prior to terminating the contract. The governing board may request, in writing, an informal hearing before the sponsor within fourteen (14) days of receiving notice. The sponsor shall conduct an informal hearing before taking action. If a sponsor decides to terminate a contract, the governing board may, if requested by the charter school, proceed to binding arbitration as provided for in subsection G of Section 3-134 of this title.

<sup>19</sup> See 70 O.S. §3-134 (I): A sponsor of a public charter school shall have the following powers and duties: 1. Provide oversight of the operations of charter schools in the state through annual performance reviews of charter schools and reauthorization of charter schools for which it is a sponsor; 2. Solicit and evaluate charter applications; 3. Approve quality charter applications that meet identified educational needs and promote a diversity of educational choices; 4. Decline to approve weak or inadequate charter applications; 5. Negotiate and execute sound charter contracts with each approved public charter school; 6. Monitor, in accordance with charter contract terms, the performance and legal compliance of charter schools; and 7. Determine whether each charter contract merits renewal, nonrenewal or revocation.

receives a rating of whether they are meeting or not meeting the academic requirements, by subgroup.<sup>20</sup> Since its adoption, the template has been adopted by other authorizers in the State, including virtual and brick and mortar schools.<sup>21</sup>

**Competitive Preference Priority 3: *One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process. (0 or 2 points)***

(a) In addition to making the opportunity to authorize a charter school available to every school district in the state, the Oklahoma Charter Schools Act includes authorizership for twenty-seven (27) higher education institutions, thirty-eight (38) Native American Tribes, and twenty-nine (29) career and technology centers.<sup>22</sup> Further, a charter school may be authorized by the State Board of Education in collaboration with an application submitted by the Office of Juvenile Affairs. *Id.* Finally, pursuant to 70 O.S. §3-145.1,<sup>23</sup> the Statewide Virtual Charter School Board has the authority to authorize statewide virtual charter schools in Oklahoma.

(b) Further, the Oklahoma Charter Schools Act provides for an appeal of a decision of an authorizer to reject a charter application. Specifically, the Act provides that a charter school may appeal to the State Board of Education when the applicant has first been denied a charter by the

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<sup>20</sup> Charter School Contract Template:

<https://drive.google.com/file/d/0Byl4kEcIIFr2WVI1MVQ3c0dLOEE/view?usp=sharing>.

<sup>21</sup> As a condition of this federal grant, Oklahoma will be responsible for evaluating sub-grantees to ensure that they adhere to Federal rules and regulations and accomplish their performance goals. In addition to statutory and administrative rules that require regular monitoring, the monitoring system to be established under the grant program will conduct reviews of charter schools three times over three years (detailed herein).

<sup>22</sup> Oklahoma Charter School Statute:

<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkrPTFdINU0/view?usp=sharing>.

<sup>23</sup> 70 O.S. §3-145.1: There is hereby created the Statewide Virtual Charter School Board. The Board shall have the sole authority to authorize and sponsor statewide virtual charter schools in this state.

local school district in which it seeks to operate.<sup>24</sup> To date, in 2017 alone, the State Board of Education has approved two charter schools that were originally denied by a proposed LEA authorizer. Additionally, with respect to proposed non-school district authorizers, the Act authorizes an applicant to—at its sole discretion—proceed to binding arbitration with the proposed authorizer upon the rejection of its application.<sup>25</sup>

**Competitive Preference Priority 4: *Equitable Financing (up to 2 points)***

Oklahoma’s charter school statute ensures that charter schools receive the full state aid allocation made available for students statewide, less up to five percent (5%) of the State Aid allocation.<sup>26</sup> Furthermore, funding for charter schools is distributed at the same time as

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<sup>24</sup> Oklahoma Charter School Statute:

<https://drive.google.com/file/d/0Byl4kEcIlFr2SmN6VkRPTFdINU0/view?usp=sharing>.

<sup>25</sup> See 70 O.S. §3-134 (G): Applicants for charter schools proposed to be sponsored by an entity other than a school district pursuant to paragraph 1 of subsection A of Section 3-132 of this title may, upon rejection of the revised application, proceed to binding arbitration under the commercial rules of the American Arbitration Association with costs of the arbitration to be borne by the proposed sponsor. Applicants for charter schools proposed to be sponsored by school districts pursuant to paragraph 1 of subsection A of Section 3-132 of this title may not proceed to binding arbitration but may be sponsored by the State Board of Education as provided in paragraph 8 of subsection A of Section 3-132 of this title.

<sup>26</sup> See 70 O.S. §3-143: For purposes of funding, a charter school sponsored by a board of education of a school district shall be considered a site within the school district in which the charter school is located. The student membership of the charter school shall be considered separate from the student membership of the district in which the charter school is located for the purpose of calculating weighted average daily membership pursuant to Section 18-201.1 of this title and State Aid pursuant to Section 18-200.1 of this title. For charter schools sponsored by a board of education of a school district, the sum of the separate calculations for the charter school and the school district shall be used to determine the total State Aid allocation for the district in which the charter school is located. A charter school shall receive from the sponsoring school district, the State Aid allocation and any other state-appropriated revenue generated by its students for the applicable year, less up to five percent (5%) of the State Aid allocation, which may be retained by the school district as a fee for administrative services rendered. For charter schools sponsored by the board of education of a technology center school district, a higher education institution, the State Board of Education, or a federally recognized Indian tribe and for statewide virtual charter schools sponsored by the Statewide Virtual Charter School Board, the State Aid allocation for the charter school shall be distributed by the State Board of Education

traditional public schools ensuring prompt delivery of funds. As an initial matter, Oklahoma law mandates that a charter school contract specifically identify requirements and procedures for the charter school to receive funding in accordance with statutory requirements and any other guidelines pursuant to funds for which charter schools are eligible.<sup>27</sup> Further, the State bi-annually provides charter school trainings to new charter schools. This training is mandatory, and the training includes no less than one hour on state and federal fund eligibility.

For purposes of federal funding, Oklahoma charter schools are considered to be their own local education agency (LEA).<sup>28</sup> Oklahoma charter schools are made aware of federal funds that they may be eligible for, in a number of ways on at least an annual basis. In addition, the State provides regular conferences, listserv emails to all public schools in the state, and professional development through which federal fund eligibility is announced, discussed, and/or included as a reminder. By allowing every charter school in Oklahoma to be considered its own local education agency for purposes of federal funds, those funds flow directly from the State to the charter school, therefore ensuring prompt delivery of funds.<sup>29</sup>

**Competitive Preference Priority 5: *Charter School Facilities (up to 2 points)***

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and not more than five percent (5%) of the State Aid allocation may be charged by the sponsor as a fee for administrative services rendered. The State Board of Education shall determine the policy and procedure for making payments to a charter school. The fee for administrative services as authorized in this subsection shall only be assessed on the State Aid allocation amount and shall not be assessed on any other appropriated amounts.

<sup>27</sup> Oklahoma Charter School Statute:

<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.

<sup>28</sup> Oklahoma Charter School Statute:

<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.

Specifically, see 70 O.S. §3-142.

<sup>29</sup> *Ibid.*

- (a) Funding for facilities:** Oklahoma provides the full state aid allocation of funding to charter schools but charter schools do not receive ad valorem or other “chargeable” funds that result in funds being allocated to a separate building fund. Therefore, charter schools do not receive funding for facilities.
- (b) Assistance with facilities acquisition:** Oklahoma statute does not provide charter schools assistance with facilities acquisition.
- (c) Access to public facilities:** The majority of Oklahoma’s brick-and-mortar charter schools operate in buildings owned by traditional public school districts and in most of these instances, the buildings are rented at below market rates. As such, charter schools are allowed to access public facilities in the state. Furthermore, the charter school statute specifically states that charter schools are allowed to access government lease rates for privately owned facilities that accept government rates.<sup>30</sup>
- (d) The ability to share in bonds or mill levies:** The charter statute is silent on the ability of charters to share in bonds or mill levies, but many of the buildings occupied by charter schools have been paid for with public bond funding. One notable example is the Tulsa School of Arts and Sciences (TSAS). In August 2016, TSAS moved into a facility owned by Tulsa Public Schools (TPS). TPS is a long-standing authorizer of TSAS and renovated the building using public bond funds and coordinated with TSAS to ensure that the building met the needs of TSAS.
- (e) The right of first refusal to purchase public school buildings:** Oklahoma does not provide a right of first refusal to charter schools to purchase public school buildings.

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<sup>30</sup> See 70 O.S. 3-142(C): Any charter school which chooses to lease property shall be eligible to receive current government lease rates.

**(f) Low or no-cost leasing privileges:** As noted in section c above, charter schools often rent facilities from public school districts at below market rates. Furthermore, the charter school statute allows charters to access government lease rates for facilities.<sup>31</sup>

**Competitive Preference Priority 6: *Best Practices to Improve Struggling Schools and Local Educational Agencies (up to 2 points)***

The OPSRC's technical assistance team will serve as a dissemination leader in the State for identifying and disseminating information and research about best practices in successful charter schools. Dissemination activities will include:

- Authorizing professional development and conferences that highlight best practices in high-quality charter schools, as well as best practices of charter school authorizers. The OPSRC will partner with the engaged stakeholders across the state to conduct these events.
- The OPSRC technical assistance team will also identify and document best practices of high-quality charter schools and authorizers through the use of white papers, as well as news stories.
- The OPSRC technical assistance team will work with the OSDE to leverage existing school climate surveys, and assist in facilitating guidance and future professional development opportunities for charter schools and authorizers.

Further, evidence-based information and research on best or promising practices in charter schools related to student discipline and school climate will be distributed throughout the state, consistent with the logic model. The OSDE recognizes that student discipline rates for

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<sup>31</sup> See 70 O.S. 3-142 (E): Any charter school which chooses to lease property shall be eligible to receive current government lease rates.

minorities, especially African-Americans, Latinos and English Language Learners, are significantly higher than Caucasian students. To address this issue, the OSDE has developed an equity plan and the OPSRC technical assistance team will interface with the OSDE Deputy Superintendent of Educator Effectiveness and Policy Research to successfully implement the equity plan. Specifically, the charter school climate surveys will include student discipline, and results from these surveys will be used to inform the statewide equity plan implementation efforts.

Currently, Oklahoma provides professional development training on best and promising practices in student discipline.<sup>32</sup> Subsequently, the statute provides that “[e]ach program may also include components on classroom management and student discipline strategies...” In addition, Oklahoma requires that at least annually, school staff are trained in the identification, reporting, and prevention of bullying inside and outside of the school day.<sup>33</sup>

State Superintendent of Public Instruction, Joy Hofmeister, has implemented a framework of advisory councils to help shape policy over the coming years. The advisory councils not only serve to create and vet new policy ideas, but also look for ways to improve student achievement through changes to current law and rule. One piece of this network is a Charter School Advisory Council, on which charter school developers, leaders, board members, parents of charter school students, and students attending charter schools, have a seat at the table. A member of each advisory council also serves on an Executive Advisory Council that guides

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<sup>32</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIlFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §6-194.

<sup>33</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIlFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §24-100.4.

the policy priorities for education in the State and the OPSRC technical assistance team lead will participate in these advisory councils.

**Competitive Preference Priority 7: *Serving At-Risk Students (up to 2 points)***

The Oklahoma Charter Schools Act is replete with additional requirements to ensure that charter schools attract, admit, enroll, serve, and retain educationally disadvantaged students equitably and meaningfully. Specifically, the Act requires authorizers to give priority to “opening charter schools that serve at-risk student populations or students from low-performing traditional public schools.”<sup>34</sup> As an additional mechanism to emphasize the importance of assisting educationally disadvantaged students, the Act requires that a charter school application set forth in detail the “plans for identifying and serving students with disabilities, English language learners, and students who are academically behind.”<sup>35</sup>

As one means to ensuring that charter schools are serving at-risk students, the State Board of Education has entered into a contract with the Oklahoma Office of Juvenile Affairs whereby it will sponsor four charter schools that are located in correctional institutions. Last year, of the 120 students served by this partnership, 67% demonstrated an increase in their reading scores, 50% demonstrated an increase in math performance, 23 graduated, and 7 earned college credit. In the current year, the partnership has provided significant additional opportunities to these at-risk incarcerated students through a career-tech education, credit

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<sup>34</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §3-132.

<sup>35</sup> *Ibid.*

recovery programs leading to 1334 credits earned, an automotive and mechanic club, and the implementation of personalized learning.

Furthermore, in addition to the State Board and Juvenile Affairs sponsorship for serving incarcerated youth, Oklahoma’s charter law requires a charter school give preference in enrollment to a student that attends a school site that has been identified as “in need of improvement” by the State Board of Education pursuant to the Elementary and Secondary Education Act of 1965, as amended or reauthorized.<sup>36</sup> Finally, a charter school may designate a specific geographic area within the school district in which the charter school is located as an academic enterprise zone and may limit admissions to students who reside within that area.<sup>37</sup>

To implement the intent of the Act, charters serving at-risk students have been designated as an alternative school that is specifically designed to educate our educationally disadvantaged students.<sup>38</sup> Specifically, as a part of their mission and educational program, these schools commit to: (1) serve middle school, junior high school and secondary school students in grades six through twelve who are most at risk of not completing a high school education; (2) allow class sizes and student/teacher ratios which are conducive to effective learning for at-risk students; (3) demonstrate that teaching faculty have been selected on the basis of a record of successful work with at-risk students or personal and educational factors that qualify them for work with at-risk students; (4) state clear and measurable program goals and objectives; (5) include counseling and

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<sup>36</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §3-140.

<sup>37</sup> An academic enterprise zone shall be a geographic area in which 60% or more of the children who reside in the area qualify for the free or reduced school lunch program.

<sup>38</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §1210.568.

social services components with the provision that providers of services are not required to be certified as school counselors; (6) offer life skills instruction; and, (7) provide opportunities for arts education to students, including Artists in Residence programs coordinated with the Oklahoma Arts Council. *Id.* These charter schools are held to applicable state and federal accountability standards along with the academic performance standards and expectations established by the charter contract between the authorizer and the school that takes into account the school's specialized mission and student population. Additionally, to support the schools and their at-risk students, including alternative education and economically disadvantaged, additional funding is provided by the state.<sup>39</sup>

Another strategy that the OPSRC seeks to employ to ensure that charter schools attract, admit, enroll, serve, and retain educationally disadvantaged students equitably and meaningfully is the inclusion of specific competitive priorities in the CSP subgrant competition. In particular, within the aforementioned requirements and preferences allowed by law, the OPSRC proposes to award priority points to charter school applicants who are seeking to serve educationally disadvantaged populations or sub-groups.

**Competitive Preference Priority 8: *Best Practices for Charter School Authorizing (up to 5 points)***

The Oklahoma Charter Schools Act requires that authorizers consider the following factors in prioritizing applications: 1) a demonstrated record of academic success and organizational viability; 2) a sound, detailed, and well-supported growth plan; 3) evidence of the ability to transfer successful practices, including reproducing critical cultural, organizational and

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<sup>39</sup> Weighted Membership of School District for Calculation of Foundation Aid 70 O.S. §18-201.1: <http://www.oscn.net/applications/oscn/DeliverDocument.asp?CiteID=436942>.

instructional characteristics; and, 4) evidence the program seeking to be replicated has the capacity to do so successfully without diminishing or putting at risk its current operations.<sup>40</sup> Authorizers must review the charter school application to determine compliance with the application standards, including the forty-seven (47) requirements in the Charter Schools Act, and must decide to either approve or deny the charter following the timeline outlined in the Charter Schools Act and/or authorizer policy.

Authorizers are required to develop and maintain chartering policies and practices consistent with recognized principles and standards for quality charter authorizing as established by the OSDE in all major areas of authorizing responsibility, including organizational capacity and infrastructure, soliciting and evaluating charter applications, performance contracting, ongoing charter school oversight and evaluation and charter renewal decision-making.<sup>41</sup> Further, in January 2017, the Oklahoma State Board of Education voted unanimously to adopt, for itself and for all authorizers in the state, NACSA’s charter authorizer principles and standards. Greg Richmond, president and CEO of NACSA stated that “[This] vote demonstrates Oklahoma’s ongoing commitment to creating good charter schools for kids and taxpayers. The state

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<sup>40</sup> 70 O.S. §3-132 (C): An eligible non-school-district sponsor shall give priority to applicants that have demonstrated a record of operating at least one school or similar program that demonstrates academic success and organizational viability and serves student populations similar to those the proposed charter school seeks to serve.

<sup>41</sup> 70 O.S. §3-134 (K): Sponsors shall be required to develop and maintain chartering policies and practices consistent with recognized principles and standards for quality charter authorizing as established by the State Department of Education in all major areas of authorizing responsibility, including organizational capacity and infrastructure, soliciting and evaluating charter applications, performance contracting, ongoing charter school oversight and evaluation and charter renewal decision-making.

professional authorizing standards adopted today will give schools the flexibility to innovate while ensuring public dollars are put to good use.”<sup>42</sup>

Further, pursuant to the Act and the Principles and Standards, the OSDE has designed an application rubric for authorizers to use as they review charter applications<sup>43</sup>. In addition, the Charter Schools Act provides that an authorizer can establish “pre-opening requirements or conditions to monitor the start-up process of newly approved charter schools [to] ensure that each school is prepared to open smoothly on the date agreed and...meets all building, health, safety, insurance and other legal requirements for the opening of a school.”<sup>44</sup> Toward that end, the State Board has established rigorous pre-opening requirements that are to be incorporated into its authorizing contracts.

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<sup>42</sup> 1.26.17 press release “Oklahoma State Board of Education Adopts Charter Authorizer Principles and Standards”:

<https://drive.google.com/file/d/0Byl4kEcIIFr2YnNxLUFMa0ViREk/view>

<sup>43</sup> See Appendix F for a copy of this rubric.

<sup>44</sup> See Appendix F for a copy of start-up procedures established by the OSDE. Also, 70 O.S. §3-135 (B): A charter school shall not enter into an employment contract with any teacher or other personnel until the charter school has a contract with a sponsoring school district. The employment contract shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and non-reemployment, sick leave, personal business leave, emergency leave, and family and medical leave. The contract shall also specifically set forth the salary, hours, fringe benefits, and work conditions. The contract may provide for employer-employee bargaining, but the charter school shall not be required to comply with the provisions of Sections 509.1 through 509.10 of this title. The contract shall conform to all applicable provisions set forth in Section 3-136 of this title. Upon contracting with any teacher or other personnel, the governing body of the charter school shall, in writing, disclose employment rights of the employees in the event the charter school closes or the charter is not renewed. No charter school may begin serving students without a charter contract executed in accordance with the provisions of the Oklahoma Charter Schools Act and approved in an open meeting of the sponsor. The sponsor may establish reasonable preopening requirements or conditions to monitor the start-up progress of newly approved charter schools and ensure that each school is prepared to open smoothly on the date agreed and to ensure that each school meets all building, health, safety, insurance and other legal requirements for the opening of a school.

Additionally, as an example of a final review that occurs with respect to the opening of a new charter school, prior to the opening of Lighthouse Oklahoma City Charter School in the Fall of 2015, Oklahoma City Public Schools held final reviews of the charter plan and opening process that, although delayed the opening of the school, ensured that the proper safety and health codes were complied with. Though the charter school had a facility plan in place, that plan was determined to be inadequate in a final walk-through with Oklahoma City personnel for possible infraction of the Oklahoma City Building Code and zoning prohibitions. As a result, the charter school was forced to develop an alternative facility plan which was ultimately approved and the charter school is now operational. In fact, the charter school was initially welcomed to share space by another Oklahoma charter school.<sup>45</sup>

Over the past year, the OPSRC has contracted with NACSA to develop a customized evaluation framework and criteria, using NACSA's *Principles & Standards* as a guide. This framework, along with other model contracts and authorizer documents are available publicly on the OPSRC's website and, with the award of the CSP grant, the OPSRC's technical assistance team will continue to develop documentation and share best practices among the state's authorizers.

Further, the Oklahoma Charter Schools Act has set requirements to ensure that authorizers and their charter schools focus on attracting, admitting, enrolling, serving, and retaining educationally disadvantaged students, including a focus on racial and ethnic diversity, equitably and meaningfully. To assist in ensuring this continued focus, the Act requires authorizers to give priority to "opening charter schools that serve at-risk student populations or

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<sup>45</sup> <http://newsok.com/article/5435211>

students from low-performing traditional public schools.”<sup>46</sup> As an additional mechanism to emphasize the importance of assisting educationally disadvantaged students, the Act requires that a charter school application set forth in detail the “plans for identifying and serving students with disabilities, English language learners, and students who are academically behind.”<sup>47</sup> To that end, the demographics in Oklahoma brick and mortar charter schools is 85% minority and 83% of all students are considered economically disadvantaged. Further, Oklahoma charter schools’ populations consists of 15% Caucasian, 30% African-American, 47% Hispanic, and 3.2% American Indian students in comparison, traditional public schools are comprised of 50% Caucasian, 16% Hispanic, 14% American Indian or Alaskan Native, and 8.9% African-American. The Act is working as educationally disadvantaged students are currently represented in charter schools, and through this grant, Oklahoma seeks to expand educational services to these high need population groups by expanding and providing greater choice to parents of quality charter schools.

Finally, and because Oklahoma’s racial and ethnic diversity is most often located in our urban and lower-income settings, the law provides that an authorizer and charter school may designate a specific geographic area as an academic enterprise zone and may limit admissions to students who reside within that area.<sup>48</sup> In downtown Oklahoma City, the University of Oklahoma, as authorizer, has designated the enrollment boundaries for John Rex Elementary

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<sup>46</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §3-132.

<sup>47</sup> Oklahoma Charter School Statute:  
<https://drive.google.com/file/d/0Byl4kEcIIFr2SmN6VkRPTFdINU0/view?usp=sharing>.  
Specifically, see 70 O.S. §3-134.

<sup>48</sup> An academic enterprise zone shall be a geographic area in which 60% or more of the children who reside in the area qualify for the free or reduced school lunch program.

Charter School (“JREX”) as an academic enterprise zone and the results are consistent with the goals and intentions of this application. For example, the student demographics for students at JREX reflects a diverse student population, with 33% African-American, 34% Caucasian, 17% Hispanic, more than 10% identifying as two or more races, and over 60% identified as eligible for free or reduced lunch.. In furtherance of the goals set forth herein, the OSDE is focusing on ensuring that authorizers are approving high quality charter schools that focus on educationally disadvantaged students with racial and ethnic diversity in the student population. Oklahoma’s charter school community has shown that such high quality charter schools can be successful and with this grant, Oklahoma will only strengthen and enhance these options to these at-risk student populations. Further, prior to issuing a site code to allow a charter to open for enrollment, the OSDE reviews the charter school’s policies, procedures, contract(s) and enrollment information to ensure that the school is adhering to the requirements of the law, including serving disadvantaged and at-risk students.

**FY 2017 Selection Criteria: (a) Flexibility (10 points)**

One of the most commonly cited sections of Oklahoma Charter school statutes is 70 O.S. § 3-136 (a)(5) which states “Except as provided for in the Oklahoma Charter Schools Act and its charter, a charter school shall be exempt from all statutes and rules relating to schools, boards of education, and school districts.” This section is often highlighted as this language stresses that unless explicitly required, charter schools are exempt from state statutes. In practice, this language and associated statute requirements provides flexibilities to charter schools in five critical areas: Personnel, Budgeting, Curriculum and Instruction, Scheduling/Attendance, and Governance.

**Personnel:** Charter schools are granted personnel flexibilities that include freedom from teacher credential requirements<sup>49</sup>, the ability to opt in or out of the State’s Teacher Retirement System<sup>50</sup> (TRS) and the state’s health and related insurance programs<sup>51</sup>, exemption from collective bargaining<sup>52</sup>, and they are not required to participate in the state’s Teacher and Leadership Effectiveness (TLE) program. Such personnel flexibilities allow charters to craft hiring and retention policies aimed at serving their specific populations.

**Budgeting:** Oklahoma’s charter schools receive the full state allocation for each student that attends a charter school and the state provides very few requirements--outside of applicable federal and state safety restrictions--on the use of such funds. This freedom from regulation is a critical component of Oklahoma’s charter school law and is designed to give charter schools the freedom and autonomy that drives their efficacy.

**Curriculum and Instruction:** Related to this budget flexibility, charter schools are required to participate in the state’s testing program but are otherwise provided full flexibility related to curriculum and instructional practices.

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<sup>49</sup> See 70 O.S. § 3–135 (b). .... The employment contract shall set forth the personnel policies of the charter school, including, but not limited to, policies related to certification, professional development evaluation, suspension, dismissal and non-reemployment, sick leave, personal business leave, emergency leave, and family and medical leave. (Emphasis added)

<sup>50</sup> See 70 O.S. § 3–136 (a)(14). Employees of a charter school may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules if otherwise allowed pursuant to law;

<sup>51</sup> See 70 O.S. § 3–136 (a)15. A charter school may participate in all health and related insurance programs available to the employees of the sponsor of the charter school;

<sup>52</sup> See 70 O.S. § 3–135 (b). ...The contract may provide for employer-employee bargaining, but the charter school shall not be required to comply with the provisions of Sections 509.1 through 509.10 of this title.

**Scheduling and Attendance:** Furthermore, charter schools are given full flexibility as it relates to scheduling and attendance with the only requirement that charters must provide the requisite number of days and/or hours as mandated by state law. While the law sets this “floor,” charters have the ability to extend the school day and also have the ability to extend the school year.

**Governance:** Finally, charter schools are afforded a “flexibility” as it pertains to governance. OK statute requires that a majority of a charter school’s board members reside in the district where the charter resides, but this is the only requirement for board members. This flexibility allows charter schools to build diverse boards to further support their unique missions.

It is critical that charter schools receive technical guidance and support to ensure that they understand and fully use these various flexibilities, and OPSRC is uniquely positioned to provide this support to charter schools in Oklahoma. OPSRC currently provides technical assistance to members in five areas: legal, finance, technology, communications and teaching & learning. Member schools include the vast majority of charter schools in the state, and members receive unlimited access to OPSRC’s support in these five areas. We are best positioned to advise schools on issues pertaining to the charter school statute, and our intimate knowledge of charter school operations allows us to share best practices with charter leaders across the state. The CSP grant will allow OPSRC to further expand its technical assistance to charters and ensure that all charters benefit from the unique flexibilities afforded to them.

Additionally, OPSRC provides technical assistance to charter school applicants and sponsors by maintaining a charter school resources webpage.<sup>53</sup> This charter school resources page includes best practices for authorizers, a toolkit for applicants interested in starting a charter school and provides a historical directory of all charter school applications and contracts in the state. Updating and maintaining this resources page is critical to ensuring that charter schools and their sponsors have access to best practices and documentation pertaining to flexibilities, and the CSP grant will expand capacity to maintain and further grow this important resource.

**FY 2017 Selection Criteria: (b) Objectives (15 points)**

Oklahoma's CSP subgrant objectives are as follows:

1. **Increase the number of high-quality charter schools in the state with an emphasis on those serving educationally disadvantaged students:** This CSP grant will allow our state to further expand the number of high-quality seats available in our public schools by adding up to 25 new charter schools within the five-year granting period. This expansion will help us reach even more educationally disadvantaged students across Oklahoma and provide them with richer educational opportunities. Currently, the majority of our brick and mortar charter schools in Oklahoma are in the state's two largest metropolitan cities-- Tulsa and Oklahoma City-- but with the passage of legislation in 2015, charter schools are actively expanding to rural communities. The state's first rural charter school, Carlton Landing Academy, opened in August 2016<sup>54</sup> and 2 additional charter schools have been

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<sup>53</sup> For more information, please see <http://opsrc.net/charter/oklahoma-charter-school-resources>.

<sup>54</sup> See the following link for the launch of Carlton Landing:

<http://www.newson6.com/story/32723417/oks-first-rural-charter-school-hopes-to-be-a-model-for-rest-of-state>.

approved in 2017<sup>55</sup>. We believe that the CSP award will accelerate charter growth in both the urban areas of Tulsa and Oklahoma City but also in rural communities across the state.

2. **Improve student outcomes in Oklahoma charter schools, especially for educationally**

**disadvantaged students**: Adding additional high-quality charters focused on academic excellence will in turn aid our state in increasing academic outcomes for all students, especially educationally disadvantaged students. We base this belief on the existing excellence of homegrown charters in Oklahoma. Ten (10) charter schools received an A or B on the state’s A-F report card in 2016 and an additional two schools that received a C+ have historically received an A or B<sup>56</sup>. This concentration of high-performing schools is particularly impressive as the following chart demonstrates that these schools serve a high percentage of educationally disadvantaged students:

School	FRL %	ELL %	African American	Hispanic	Native American
Dove Science Academy-OKC	83%	4.1%	13%	71%	2%
Harding Charter Prep High School	48%	0%	31%	22%	2%
Harding Fine Arts	55%	2.2%	26%	17%	6%

<sup>55</sup> See the following links for information on the two charters approved by the State Board of Education in 2017: <http://kfor.com/2017/01/26/oklahoma-state-board-of-education-votes-to-sponsor-seminole-charter-school/> and <http://newsok.com/article/5542822>.

<sup>56</sup> The following 10 charter schools received an A or B on the state’s A-F report card for the past 3 academic years: Stanley Hupfeld Academy, Dove Science Academy OKC, Harding Charter Prep, Harding Fine Arts Academy, KIPP Reach, Dove Science Elementary OKC, ASTEC HS, John Rex Elementary, Sankofa Middle School and Deborah Brown ES. Additionally, two charters received a C+ on the 2016 scorecard but have historically received an A or B on the state’s report card: Independence Charter Middle and Tulsa School of Arts and Science.

Academy					
KIPP Reach College Prep	73%	5.7%	71%	14%	3%
Tulsa School of Arts & Sciences	38%	1.3%	10%	6%	9%
Stanley Hupfeld Academy	88.5%	9%	1%	2%	0%
ASTECH High School	83%	4.0%	12%	72%	2%
John Rex Elementary	42%	13%	28%	18%	3%
Sankofa Middle School	96%	0%	99%	0%	0%
Deborah Brown Elementary	97%	0%	99%	0%	0%

Replication of these schools will increase educational opportunities for even more Oklahoma students. Additionally, our CSP grant will provide incentives for new charter schools to serve students with educationally disadvantaged backgrounds. The CSP sub-grants includes competitive priority preferences for schools serving the following groups:

1) Students living in poverty (as identified by the federal Free and Reduced Lunch program guidelines), 2) Minority students who are often underserved in quality schools: African American, Hispanic and Native American students, and 3) Students with disabilities and English language learners.

3. **Disseminate best practices**: As detailed in our Logic Model in Section F of this application, the OPSRC believes that the growth of quality charter school growth can lead to systemic change that can help to eliminate the achievement gap between

educationally disadvantaged students and their peers. While we believe that the students attending high-quality charters will benefit most directly, we also believe that sharing the best practices of these high-performing charters can lead to broader change, and the OPSRC is dedicated to disseminating these best practices. See section f “Quality of Management Plan and Theory of Action” for details on our plans for dissemination.

**FY 2017 Selection Criteria: (c) *Quality of Eligible Subgrant Applicants (15 points)***

While adding 25 charter schools is ambitious for Oklahoma, we are confident that we have the capacity to attract and support quality subgrant applicants. To meet this ambitious goal, we will enact the following steps:

1. Work with Partner Organizations: The OPSRC intends to work with the following partners to submit quality sub-grant applications:
  - a. Existing High Quality Charter School Sites: As noted above, Oklahoma has twelve existing high quality charter schools that operate as single sites and we believe that these schools will submit quality applications to replicate their success.
  - b. Native American Community Academy (NACA)<sup>57</sup>: Located in Albuquerque, NM, NACA is the first charter school specifically focused on increasing the number of Native American students who choose the path of college. To spread their successful model, NACA created the NACA Inspired School Network (NISN) and have selected fellows in Oklahoma with the goal of establishing high quality charter schools providing rigorous academic curriculum aimed at college

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<sup>57</sup> For information about NACA or NISN, please see <http://www.nacainspiredschoolsnetwork.org/>.

preparation while promoting Native American culture, identity, and community investment. NISN fellows receive leadership training, technical assistance, and ongoing support in establishing schools and OPSRC's technical assistance team will work with NISN to ensure that any NISN fellows that receive subgrants, receive effective technical assistance.

- c. Advance Rural Education (ARE)<sup>58</sup>: ARE was established in Seminole, Oklahoma in 2016 to create coalitions to combine the talents and resources of public schools, universities, career techs, educational architects, and industry in rural areas which can advance learning for our children in significant ways. ARE submitted its first rural charter application in Seminole, OK in 2017 and has a goal of establishing high-quality charter schools in rural Oklahoma across the state.
  - d. High Tech High: San Diego's High Tech High has established a one-year fellowship at the Graduate School of Education and Oklahoma's first applicant was approved in 2017 for the fellowship: Susan Baldwin from Millwood Public Schools. The OPSRC expects to identify and recommend additional individuals for this one-year fellowship and we believe that applicants that complete this fellowship will be prime candidates to submit successful sub-grant applications.
2. Provide Charter Toolkit: OPSRC will require a variety of criteria that all applicants must address in their subgrant application for which additional resources can be found in the DIY Charter Application Kit on OPSRC's charter toolkit webpage:  
<http://opsrc.net/charter/applicants>. These sections will provide us all the necessary details

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<sup>58</sup> For more information about ARE, please see <http://www.advanceruraleducation.com/index.html>

we need to verify the subgrant applicants are fully prepared for the rigorous processes of planning for and opening a high-quality charter school. The application requirements include the following:

- Governance
- Organizational structure
- Finance
- Academics
- Start-up plan
- Performance framework

3. Provide Guidance and Technical Assistance: At a minimum, we will hold two informational/instructional webinars and three regional in-person meetings prior to opening the application window. During these events, we will provide detailed information on what a successful subgrant application will look like and will also point interested parties to the OPSRC-created charter school application toolkit for additional resources and assistance. By providing clear application guidelines and technical assistance to prospective applicants, we can ensure that the applications we receive are from committed entities willing to dedicate substantial time and effort to the process.

Taken together, we believe that these steps will ensure that eligible applicants receive subgrants and start 25 schools over the next five years that will improve educational outcomes for students and families in Oklahoma.

**FY 2017 Selection Criteria: (d) State Plan (20 points)**

***1. Adequate Monitoring of Subgrants***

The OPSRC exists to provide technical and administrative support to public schools statewide including public charter schools. In addition to offering the schools much-needed “central office” assistance in the five areas of technology, teaching & learning, communication, legal and finance, OPSRC also works to help expand and replicate high-quality charters throughout the state. OPSRC collaborates with the Oklahoma Public Charter Schools Association (OPCSA) to share best practices between schools and to help build a strong, trusting, collaborative collective of schools that rely on one another for additional support, advice and advocacy.

To ensure staff capacity for monitoring and assisting with responsible creation of new charters and expansion of existing high-quality charters, the OPSRC will create a technical assistance team. The OPSRC has hired Eric Doss, current head of the Tulsa School of Arts and Science, as Director, Quality Charter Schools and in this role, Eric will work with charter statewide to identify cost-saving strategies, share best practices, and support those interested in developing new charter schools<sup>59</sup>. If awarded a CSP award, Eric will lead the technical assistance team and this two member team will be responsible for the implementation and oversight of this CSP grant. In addition to the selection, management and administration of subgrants, the technical assistance team will support charter school applicants as they draft their charter school applications and related CSP sub-grant applications. Additionally, the technical assistance team will support charter school authorizers to ensure they have the requisite policies and procedures necessary for vetting high quality applications and managing charter schools in operation.

This support of sub-grantees throughout the application phase is critical for two reasons. First, it will ensure that applicants are well-prepared and submit responsible applications and

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<sup>59</sup> See Appendix B for Eric’s resume.

ideally will help “weed out” weak applicants. Furthermore, by supporting applicants closely, the OPSRC’s technical assistance team will be well-prepared to adequately monitor subgrantees post award as they plan and implement their charter schools. Technical assistance monitoring/oversight will include, but not be limited to, verifying that all subgrantees’ accounting and financial systems are in order and that subgrantees can adequately keep track of and report on income and expenditures. The team will also verify that subgrantees are completing all reporting requirements (both fiscal and programmatic) and meeting all deadlines. The planning year will be especially critical, as the team will work with each subgrantee to ensure strong leadership is in place that will in turn ensure the schools operate as planned, all progress and challenges are documented, and the schools will be managed appropriately.

As such, the technical assistance team’s central mission will be to focus on supporting and improving academic achievement outcomes, especially among educationally disadvantaged students, including English language learners, students with disabilities, students living in high-poverty communities and underserved student subgroups throughout the state: African-American, Hispanic and Native American students.

## ***2. Prevention of duplication of work***

One of the core principles of Oklahoma’s charter school statute is the idea that charter schools are provided with greater operational freedom and flexibility to operate while agreeing to higher accountability standards. As detailed in the *Flexibility* section above, charter schools receive flexibilities related to personnel, budgeting, curriculum and instruction, scheduling and attendance, and governance. In exchange for these flexibilities, Oklahoma’s charter school statute requires that authorizers include a performance framework in all charter school contracts

and if charter schools fail to meet metrics in their framework, they can face adverse actions including closure. In addition to meeting the requirements included in their performance framework, charter schools must meet many state reporting requirements of the State Department of Education including requirements from the state's accrediting office.

Recognizing that autonomy and flexibility are important factors in all successful charter schools, the OPSRC recognizes the critical nature of providing proper oversight of subgrantees without unnecessarily increasing the administrative burden on charter schools and we have designed our plan to avoid duplication of work for sub-grantees. Our first step toward avoiding duplication of work is providing technical assistance to sub-grantees as they begin drafting their charter school applications. By providing such support, the technical assistance team will develop a strong understanding of the charter school models being implemented and this knowledge will allow the technical assistance team to work with charter school authorizers and the OSDE to craft oversight procedures that collect necessary information without imposing obstacles that can inhibit the success of charter schools.

A second strategy in avoiding duplication of work will be implementing an effective reporting management system and the OPSRC's budget includes funds to purchase Epicenter, a web-based performance management system specifically designed for providing oversight and accountability for charter schools. Developed by the National Charter School Institute (NCSI), Epicenter helps authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter schools. Oklahoma's Virtual Charter School Board-- the entity responsible for authorizing all virtual charter schools in the state-- has implemented Epicenter for all of the

schools that it authorizes and virtual charter schools report that the tool has clarified reporting requirements, decreased administrative burdens, and improved communication efforts with the Virtual Charter School Board. Based on this feedback and from additional conversations with NCSI and other nationwide clients, we believe that Epicenter will prove critical in ensuring proper oversight while eliminating duplication of effort for sub-grantees as we believe that charter authorizers, the State Department's accrediting office, and the OPSRC's technical assistance team can work together to craft oversight and accountability practices that meet each entity's reporting requirements without increasing the administrative burden for sub-grantees.

A third strategy related to proper oversight and avoidance of duplication of work will be to implement open lines of communication between subgrantees, the OPSRC's technical assistance team, charter authorizers and the State Department of Education. Currently, the OPSRC hosts monthly meetings of the Charter School Association, and we intend to include "cohort conversations" for subgrantees that will allow subgrantees to share their experiences and concerns during the two-year subgrant phase. The OPSRC has learned through supporting charter schools that charter school leaders are not unafraid of oversight, but they are fiercely protective of their autonomy. We believe that cohort meetings will provide an effective forum for subgrantees to express any concerns pertaining to regulatory oversight and duplication of effort.

In addition to providing sub-grantees with a forum for sharing best practices and concerns, we believe it is just as critical to allow charter school authorizers to share best practices. Based on this belief, the OPSRC has helped establish a working group of charter school authorizers that meets on a quarterly basis and we believe that this working group will be

a critical factor in implementing Epicenter effectively and for allowing charter authorizers to share best practices in managing charter schools including sub-grantees.

### ***3. Technical assistance provisions***

**(i). For subgrantees:** The OPSRC will make technical assistance documents publicly available on our charter resources page, will rely on experience working with current and prospective charter school applicants, and will leverage existing relationships with the National Alliance for Public Charter Schools (NAPCS) to provide excellent technical assistance to subgrantees throughout the application and implementation phases of the CSP grant. A critical resource for subgrant applicants will be the OPSRC’s Charter Resources page<sup>60</sup> and the technical assistance team will update this resources page with critical documents for subgrant applicants and others looking to start charter schools in the state.

In addition to managing the charter resources webpage, the OPSRC technical assistance team will be the primary support providers for subgrantee applicants. The OPSRC provides technical assistance to member schools including the vast majority of charter schools in the state and the technical assistance team will be able to leverage the expertise of OPSRC’s Directors of Finance, Legal, Technology, Communications, and Teaching & Learning. The OPSRC is unique in its depth of knowledge pertaining to Oklahoma charter schools and the technical assistance team will rely on this subject matter expertise as they work to monitor and support subgrantees. In addition to working with member schools, the OPSRC also supports individuals interested in starting charter schools and our support has helped seven new charter schools open in the state in the past two years and three additional schools are approved to open. This experience in

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<sup>60</sup> For details, see <http://opsrc.net/charter/oklahoma-charter-school-resources>.

supporting charter school applicants will inform our ability to support applicants for the CSP subgrants.

In addition to relying on in-state expertise, the OPSRC has partnered with NAPCS to implement policy improvements to Oklahoma's charter school statute and OPSRC staff frequently participate in NAPCS Master Classes and other workshops, allowing OPSRC staff to learn from charter school experts from across the nation. With the CSP grant, these relationships and workshops will be invaluable sources of information for OPSRC's technical assistance team and should ensure that subgrant applicants in Oklahoma benefit from national expertise and guidance.

**(ii). For quality authorizing efforts:** The first stop-gap in ensuring our state produces high-quality charters is having high-quality charter authorizers. Because the changes in OK charter law now allow for Native American tribes, universities, career techs and local school districts in all communities (regardless of population size) to sponsor a charter school, OPSRC has been working diligently to put together and frequently update the Charter Authorizer Resources page on our website (<http://opsrc.net/charter/authorizers>) for authorizers to reference and from which to gain valuable knowledge and insight as to their roles and responsibilities.

On January 26, 2017, the State Board of Education approved to adopt the National Association of Charter School Authorizers (NACSA) principles and standards to assist authorizers in implementing standardized, quality authorizing practices that lead to great charter schools<sup>61</sup>. Authorizers across the country refer to these standards as a guide to the policies and practices that support both the autonomy and accountability necessary for charter schools to do the job of educating children well. NACSA has played a critical role in helping Oklahoma

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<sup>61</sup> See Appendix F for a copy of the Resolution passed by the State Board of Education.

increase its national rankings regarding our charter school law, and OPSRC will continue to work closely with them to ensure Oklahoma’s charter authorizers are highly effective in their roles.

In addition to working with NACSA, the OPSRC will work with the Tribal Education Departments National Assembly (TEDNA)<sup>62</sup> in support of tribes interested in authorizing charter schools. TEDNA was established in 2003 to assemble and represent collectively indigenous sovereign nations’ departments of education; foster effective relationships with other governmental and educational agencies, organizations, and entities; facilitate communication; cultivate consensus amongst its members; and, support and encourage each member nation’s right to define and reach its own education goals. In response to legislation passed in 2015 allowing tribal nations to sponsor charter schools, TEDNA created the Sovereign School Project (SSP) to support tribes in establishing charter authorizer offices and the OPSRC’s charter toolkit contains documents and best practices developed by SSP.

**FY 2017 Selection Criteria: (e) *Parent and Community Involvement (10 points)***

Oklahoma’s charter school law requires that all charter school applications demonstrate that the local community supports the efforts to open a charter school,<sup>63</sup> and the OPSRC agrees with this requirement. In the spirit of the statute, the OPSRC intends to solicit feedback from a multitude of sources including parents and other community members, business leaders, representatives from educationally disadvantaged populations, faith leaders and philanthropic organizations. The organizations listed below have all submitted letters of support for this CSP

<sup>62</sup> For more information on TEDNA, please see <https://tedna.org/>.

<sup>63</sup> **70 O.S. § 3–134.9** states “A demonstration of support for the charter school from residents of the school district which may include but is not limited to a survey of the school district residents or a petition signed by residents of the school district;”

grant<sup>64</sup> and, if awarded a CSP grant, the OPSRC will work with these organizations to both educate citizens statewide about charter schools and the CSP subgrant program while also soliciting feedback from these stakeholders and their related constituencies:

<b>Organization Name</b>	<b>Mission</b>	<b>Website</b>
ChoiceMatters	ChoiceMatters educates, informs, and is a resource to Oklahoma parents regarding education options for their children.	<a href="http://www.edchoicematters.org">www.edchoicematters.org</a>
Oklahoma State Chamber	Representing more than 1,500 Oklahoma businesses and 350,000 employees, the State Chamber of Oklahoma has been the state’s leading advocate for business since 1926	<a href="http://www.okstatechamber.com/">www.okstatechamber.com/</a>
Oklahoma Educated Workforce Initiative	To engage business leaders in the development of education policies that will match our K-12 education system to the needs of tomorrow's workforce.	<a href="http://www.okewi.org">www.okewi.org</a>
Tribal Education Department National Assembly (TEDNA)	TEDNA was established in 2003 to assemble and represent collectively indigenous sovereign nations’ departments of education; foster effective relationships with other governmental and educational agencies, organizations, and entities; facilitate communication; cultivate consensus amongst its members; and, support and encourage each member nation’s right to define and reach its own education goals.	<a href="http://www.tedna.org">www.tedna.org</a>

<sup>64</sup> In addition to the leaders of the 7 organizations listed, our application includes an additional 11 letters of support including from our Governor, our state Secretary of Education, 3 members of our Federal Congressional delegation, the chairs of the education committees in our legislature’s State House and Senate, and representatives from our state’s four largest educational philanthropic organizations in the state.

Lation Community Development Agency (LCDA)	Improve the quality of life in the Latino community through education, leadership, services and advocacy.	<a href="http://www.lcdaok.com">www.lcdaok.com</a>
The Urban League of Oklahoma	Assist African Americans, other minorities and the poor to achieve social and economic equality.	<a href="http://www.urbanleagueok.org">www.urbanleagueok.org</a>
MetCares	MetCares is dedicated to transforming North Tulsa by improving public education options and is leading community discussions focused on identifying educational solutions for the residents of North Tulsa	<a href="http://www.themetcaresfoundation.org">www.themetcaresfoundation.org</a>

We intend to education and solicit feedback in a variety of manners including:

- Hold information sessions statewide and work with the partners listed above to advertise these events. The information sessions will be designed to inform attendees about the benefits of quality charter schools, to educate about the CSP sub-grant program and to solicit feedback from members. Feedback will be requested publicly but attendees will also be allowed to submit comments on surveys made available to all attendees.
- In addition to holding our own information sessions, it will be just as important to attend meetings sponsored by the various stakeholder organizations to ensure we reach as many stakeholders as possible. For example, ChoiceMatters sponsors annual School Choice Expos in Tulsa and Oklahoma City and the OPSRC will attend these expos to inform attendees about charter schools and how the CSP grant will make schools more financially feasible to operate.
- Another way we will partner with these organizations is to link and heavily publicize periodic surveys on the partner organizations' websites to solicit feedback from families

who are looking for alternative education options and want more information. Using this feedback, we will be able to identify key areas within the state where charter schools would be a good fit. From there, we can connect those who are looking to establish a charter with the interested communities.

- We will also offer surveys to families currently attending charter schools for feedback on their satisfaction or dissatisfaction with their school and ask for responses on how they feel the schools could improve their services. Ensuring that families and communities have a role and voice in the process of establishing a new charter school is critical to instilling buy-in for the school's future success and will play a substantial role in replicating and creating high-quality charter schools within high-need communities.

Taken together, we believe that our plan to engage with stakeholders statewide and working with stakeholders of key constituent groups will ensure that we receive feedback in multiple avenues and this feedback will be used to ensure that charter school growth occurs with a focus on meeting the needs and desires of the communities being served.

**FY 2017 Selection Criteria: (f) *Quality of the Project Design (15 points)***

***1. Process for Awarding Subgrants***

**(i.) Subgrant application process:** OPSRC will award subgrants for brick-and-mortar charter schools in the following two categories: those seeking to expand/replicate existing high-quality charter schools and those seeking to create brand new charters based on models that have been proven to successfully increase student achievement, especially for educationally disadvantaged students.

Replication: Of the 39 charter schools throughout Oklahoma<sup>65</sup>, 12 are single-site schools that have never been replicated but have consistently provided students with a high-quality education<sup>66</sup>. Further all 12 have large wait-list numbers every year of students who are wanting to attend because of their quality. This grant would open the doors for these successful programs to be replicated to further serve our growing student population.

New charters: We will also be awarding subgrants to entities (both in-state and out-of-state entities) that seek to start new high-quality charter schools. The overhaul to Oklahoma's Charter School Act in 2015 allows for charter expansion in all 77 counties, and we anticipate a continued increase of interest in establishing charters within rural communities. In fact, since the changes have taken effect, we have had three rural charters approved and more are already in the application process. By receiving this CSP grant, OPSRC would be able to further ensure a successful start for these schools.

OPSRC's technical assistance team will be responsible for awarding and monitoring the CSP subgrants. The dedicated team of two FTEs (with additional assistance from the 16 member OPSRC staff) will follow specific application and review guidelines to ensure that all subgrant applicants can demonstrate they have capacity for or history of creating high-quality charter schools that increase students' overall academic achievement. They can demonstrate this by showing past experience or if creating a new charter, they can cite research that undergirds their

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<sup>65</sup> 43 charter schools received A-F report cards in October 2016, and 4 of them are closing in June 2017: Harper Academy, Lighthouse OKC and 2 ABLE Virtual Charter Schools.

<sup>66</sup> The following 10 charter schools received an A or B on the state's A-F report card for the past three academic years: Stanley Hupfeld Academy, Dove Science Academy OKC, Harding Charter Prep, Harding Fine Arts Academy, KIPP Reach, Dove Science Elementary OKC, ASTEC HS, John Rex Elementary, Sankofa Middle School and Deborah Brown ES. Additionally, two charters received a C+ on the 2016 scorecard but have historically received an A or B on the state's report card: Independence Charter Middle and Tulsa School of Arts and Science.

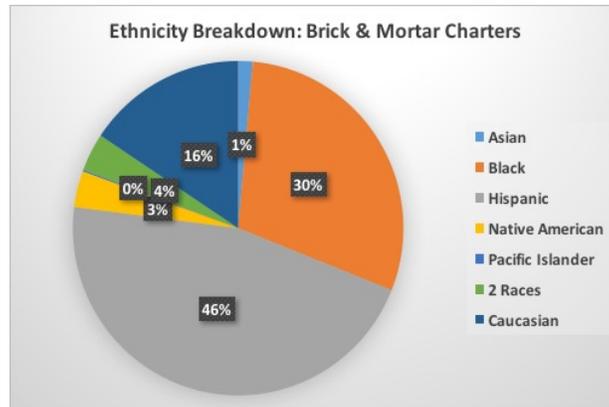
application information. Recipients agree that at least one (1) representative from the charter school sponsoring entity or a charter school administrator will serve as a peer reviewer to read sub-grant applications at least once during the cumulative grant cycle.

Each application will consist of a narrative (that details overall management and operations plans along with instructional strategies, curriculum, other resources and performance measures to be used), a sustainable budget plan and timelines for meeting realistic, attainable goals, which we will be monitoring throughout the planning and implementation years of each subgrant awarded. The application must have a solid foundation and infrastructure that will ensure the charter is prepared for success from the beginning. That is, active engagement of the school leaders and stakeholders must be evident from the outset, from the planning operations to governing board development, and the applicants must demonstrate an emphasis on community support as required by the Oklahoma Charter Schools Act. A plan for financial sustainability is also crucial and must be at the core of the charter school's application. Further, the management plan must reflect the autonomy afforded to the charter school as well as demonstrate how the school will comply with all applicable regulations.

Competitive priority preference will be given to those applicants who seek to create a brick-and-mortar charter school for students who are educationally disadvantaged, including the following: 1) students with disabilities and English language learners, 2) underserved minority student subgroups (African American, Native American, Hispanic) and 3) students residing in poverty-stricken areas.

Oklahoma is unique in that we have the largest number of Native American tribes (39) in the nation, and as evidenced in the chart below, our charter school student population consists of

84% minorities and English language learners (ELLs), which recent statistics show continues to grow. Therefore, those whose intent is to create a brick-and-mortar charter school that will focus its attention on increasing student achievement among these student populations will receive priority points.



**(ii). Timeline and peer review process:**

OPSRC will provide extensive public notice of the availability of subgrant funds and provide a technical assistance/informational webinar for prospective applicants. The webinar will include charter resources and experts to assist prospective subgrantees in preparing a thorough, quality application.

Notice of the CSP grant and program opportunities will be distributed to the Oklahoma Public Charter School Association (OPCSA) and to charter developers both within and external to Oklahoma. We will also notify existing charter school staff, parents, charter communities and a variety of charter-supporting nonprofits and philanthropic entities of the opportunity to apply for the grant. Notification will be distributed through a variety of outlets, including the OPSRC website and podcast (which will be shared on Facebook Live to further expand reach), social

media posts, press releases, other public announcements (news radio and TV interviews) and regional public community meetings across the state that will help ensure wide dissemination of the grant notice.

The OPSRC technical assistance team will use 3-member peer review teams to study, review, analyze and grade all subgrant applications. The peer review teams will be comprised of qualified experts from various Oklahoma communities and with diverse gender, racial and ethnic representations.

The subgrant application review process will include two phases:

- **Phase 1** will consist of initial vetting of subgrant applications to ensure that all required information is present. Any application missing essential documentation or information will be disqualified and removed from further review. Because these subgrants will be awarded to brick-and-mortar charters only (to be made clear in the subgrant application guidelines), any applications seeking a subgrant for a virtual charter will be immediately disqualified.
- **Phase 2** will serve as a thorough review process of the subgrant applications, with reviewers using a scoring rubric. This phase includes review of the narrative, budget, timeline and all critical details; awarding of competitive priorities to eligible applications will be added if eligible. Staff will examine the subgrantee budgets to ensure adherence to Oklahoma charter school laws and regulations as well as financial requirements and overall feasibility. An average of the reviewers' scores will be used for a final score.

Application and review timeline is as follows:

<b>Timeframe</b>	<b>Action</b>
NLT December	CSP subgrant competition announced/advertised.
January	Technical assistance webinars & localized informational meetings held.  Identify and train peer reviewers.
February 1	Open application period.
March 31	Close application period & begin review process.
April 30	Announce award grantees & hold grant management webinar.
Planning Year: May 1-June 30 Implementation Year: July 1 (of the following year)	Disburse funds.

All qualifying applications will be scored on the content quality in the following areas and based on the defined grading scale:

<b>Maximum Points Possible</b>	<b>Not Included</b>	<b>Weak</b>	<b>Fair</b>	<b>Very Good</b>	<b>Excellent</b>
10	0	1	2-5	6-9	10
20	0	1-5	6-14	15-19	20
25	0	1-10	11-16	17-24	25

<b>Content</b>	<b>Maximum Score</b>
Technical Requirements	10

Application Narrative	25
Budget	25
Timelines	20
<b>TOTAL SCORE</b>	<i>/75</i>
Competitive Priority Points: Underserved & economically disadvantaged students (Native American, ELL, students with disabilities, lower socioeconomic communities)	<i>/25</i>
<b>TOTAL WITH PRIORITY POINTS</b>	<i>/75</i>

**(2) Year-by-Year Estimate**

**(i) Subgrant Numbers and Award Amounts:** Subgrants of \$600,000 will be funded across a Planning Year (up to 14 months) and an Implementation Year. We will award up to 5 grants each year for a period of 5 years:

<b>Year</b>	<b>Number of Subgrants Awarded (max)</b>	<b>Amount of Subgrant</b>	<b>Total</b>
1	5	\$600,000 (\$150K given for Planning Year; 450K given for Implementation Year)	\$3,000,000
2	5	\$600,000 (\$150K given for Planning Year; 450K given for Implementation Year)	\$3,000,000
3	5	\$600,000 (\$150K given for Planning Year; 450K given for Implementation Year)	\$3,000,000

		Implementation Year	
4	5	\$600,000 (\$150K given for Planning Year; 450K given for Implementation Year)	\$3,000,000
5	5	\$600,000 (\$150K given for Planning Year; 450K given for Implementation Year)	\$3,000,000
			<b>\$15,000,000</b>

***(2) Process for Monitoring CSP Subgrantees***

Each grantee will undergo periodic evaluations to assess progress toward achieving the goal of providing high-quality and increased equal opportunities for the academic enrichment of all students, especially for those who are educationally disadvantaged. The results of the evaluations will be used to refine, improve and strengthen performance measures and to share best practices of the program. The OPSRC technical assistance team will examine and share all effective uses of subgrant funds in the effort to support our overall strategy for increasing the number of high-quality charter schools and closing the achievement gap for students across the state. All evaluation data will be made available to the public on the Oklahoma CSP transparency website that OPSRC will create and manage. The technical assistance team will provide both desk monitoring and scheduled on-site visitations to ensure subgrantees are meeting benchmark goals. Further, the technical assistance team will be responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations.

Based on Oklahoma law and policies, the technical assistance team will also implement a plan and procedure to identify and notify subgrantees of compliance issues related to their CSP

subgrant. Included within the policies will be a detailed timeline providing a subgrantee with thirty (30) days prior written notice to correct any compliance issue(s) and subsequently be given an opportunity for a hearing to provide justification as to why it should be entitled to remain as a subgrantee in the program. If the subgrantee is unable to fulfill requirements, the implementation grant money (\$450K) will not be distributed to the subgrantee. The money will be redistributed to new subgrantees.

<b>Subgrant Phase</b>	<b>Time of Year</b>	<b>Monitoring Activities</b>	<b>Review Type &amp; Frequency</b>
Pre-award Certification & Visit		<ul style="list-style-type: none"> <li>● Meet school’s planning committee</li> <li>● Review financial procedures/internal controls</li> </ul>	<ul style="list-style-type: none"> <li>● 30 days prior to award</li> </ul>
Planning Phase (up to 15 months)		<ul style="list-style-type: none"> <li>● Technical assistance sessions</li> <li>● Desktop review (financial and program)</li> <li>● Benchmark report presentation and analysis</li> <li>● Grant activity report presentation and analysis</li> <li>● Phone conferences</li> <li>● On-site visits (financial and program reviews)</li> <li>● Annual reports</li> </ul>	<ul style="list-style-type: none"> <li>● Periodically</li> <li>● Semi-annual</li> <li>● Quarterly submission and review</li> <li>● Monthly</li> <li>● Frequently as needed</li> <li>● Annual</li> <li>● Annual</li> </ul>
Implementation Year		<ul style="list-style-type: none"> <li>● Technical assistance sessions</li> <li>● Desktop review (financial &amp; program)</li> <li>● Benchmark report presentation and analysis</li> <li>● Grant activity report presentation and analysis</li> <li>● Phone conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Periodically</li> <li>● Semi-annual</li> <li>● Quarterly submission and review</li> <li>● Monthly</li> <li>● Frequently as</li> </ul>

		<ul style="list-style-type: none"> <li>● On-site visit (financial and program reviews)</li> <li>● Annual reports</li> </ul>	<p>needed</p> <ul style="list-style-type: none"> <li>● Annual</li> <li>● Annual</li> </ul>
Closeout		<ul style="list-style-type: none"> <li>● Grant final reports</li> </ul>	<ul style="list-style-type: none"> <li>● At closeout</li> </ul>

**FY 2017 Selection Criteria: (f) *Quality of the Management Plan & Theory of Action (15 points)***

OPSRC believes that the 2017 CSP grant will allow Oklahoma to open new, high quality charter schools, improve student outcomes for students, and disseminate best practices statewide.

Our theory of action is detailed in the following logic model:

**1. Logic Model**

Resources	Objectives	Activities	Outputs	Outcomes
<p>1. Strong charter law, focusing on high-quality &amp; accountability</p> <p>2. OPSRC technical assistance and toolkits for charter school applicants</p> <p>3. High-quality authorizers with support from OPSRC technical assistance team and toolkit</p> <p>4. Critical mass of successful single-site charter models</p> <p>5. Partnerships with educational organizations, nonprofits, philanthropic community</p> <p>6. OPSRC team: professional development and technical assistance</p>	<p>1. Increase number of high quality charter schools in the state with an emphasis on those serving educationally disadvantaged students</p> <p>2. Improve student outcomes in Oklahoma charter schools, especially for educationally disadvantaged students.</p> <p>3. Disseminate best practices</p>	<p><u>Obj. 1 Activities:</u></p> <p>1. Award immediately to approved charters</p> <p>2. Communicate broadly</p> <p>3. Support charter Authorizers</p> <p>4. Leverage partnerships</p> <p><u>Obj. 2 Activities:</u></p> <p>1. Recruit models with success in serving educationally disadvantaged students</p> <p><u>Obj. 3 Activities:</u></p> <p>1. Develop strong technical assistance team.</p> <p>2. Leverage partnerships with existing high quality charters</p>	<p>1. OPSRC will provide technical support and guidance to prospective charter school applicants prior to submission for authorization and to apply for subgrant awards</p> <p>2. OPSRC will provide technical assistance to charter school authorizers to ensure that only high quality charter school applicants are approved and terminate persistently low-performing charters</p> <p>3. OPSRC will award 5 subgrants for new, high quality charter schools annually by May 1 of every year</p> <p>4. OPSRC will disseminate best practices via technical assistance, charter &amp; authorizer toolkits and professional development</p>	<p>1. Five new quality charter schools will open each year for five years starting in fall 2019</p> <p>2. Increase the number of educationally disadvantaged students attending high performing charter schools</p> <p>3. Narrow the achievement gap for educationally disadvantaged students</p>

This section should be read in tandem with the Logic Model. The following project-specific performance objectives are designed to help reach the CSP objectives and performance measures by increasing the number of high-quality charter school seats and schools.

**Objective 1: Increase the number of high-quality charter schools in the state with an emphasis on those serving educationally disadvantaged students.**

*Activity 1: Quickly award subgrants to newly authorized charter schools in the state*

Two charter schools have been approved and are in a planning year for the 2017-2018 school year, and an additional high-quality model may be approved prior to the CSP award. If awarded the CSP grant, the OPSRC expects to provide immediate subgrants to these charter schools if they meet the application requirements for the CSP subgrant awards. This will ensure that these new applications have the resources necessary to launch successfully.

*Activity 2: Communicate broadly*

Recognizing the need to attract talent to Oklahoma and to ensure that external stakeholders are aware of the opportunities available in the Oklahoma, the OPSRC will implement a broad communications strategy to attract high quality candidates to apply for CSP subgrant awards. While the full communications strategy cannot be listed, highlights will include the following: OPSRC's communications team will draft a press release and work with established media outlets in the region. OPSRC will record a podcast describing the CSP award and will broadcast the podcast on Facebook live when recording. Additionally, OPSRC will leverage our relationships with the Walton Family Foundation, the George Kaiser Family Foundation, the Charles and Lynn Schusterman Family Foundation and the Inasmuch Foundation to communicate with the charter school stakeholders that these foundations support.

*Activity 3: Support charter authorizers*

Charter authorizers are a critical stakeholder in meeting the first objective.

Authorizers must hold existing charter schools accountable to ensure that students have access to high-quality charter schools. In cases where a charter school is working to improve, the charter authorizer should support these efforts while holding a high accountability bar. However, if a charter school demonstrates continued low performance, the authorizer will enact the process for closure.

**Objective 2: Improve student outcomes in Oklahoma charter schools, especially for educationally disadvantaged students.**

In addition to the specific activity listed below, the OPSRC believes that the expansion of high quality charter schools detailed in Objective 1 will result in improved student outcomes for all students including educationally disadvantaged students.

*Activity 1: Recruit models with success in serving educationally disadvantaged students*

The OPSRC will work with existing charter schools in the state with a proven track record of serving educationally disadvantaged students to expand and replicate their models to increase the number of students served. Additionally, the OPSRC will research national models with a proven track record of success and will work to recruit these models to serve educationally disadvantaged populations in Oklahoma.

**Objective 3: Disseminate best practices**

*Activity 1: Develop a strong technical assistance team*

If the OPSRC is awarded a CSP grant, the OPSRC will dedicate a team of two individuals to provide technical assistance to charter school applicants and authorizers. The team will be led by Eric Doss, OPSRC Director for Quality Charter Services, and will be augmented

by hiring external experts and will also contract with NACSA and other subject matter experts as necessary. This technical team will be responsible for identifying best practices and disseminating these practices to stakeholders statewide.

*Activity 2: Leverage partnerships with existing high-quality charters*

The OPSRC has built strong relationships with the majority of charter schools in the state of Oklahoma, and these relationships will be critical especially at the start of the CSP program as the OPSRC will work with existing high-quality charters to identify best practices that can be shared with prospective charter school applicants.

**2. Project-specific performance measures**

<b>Objective 1. Increase the number of high quality charter schools in the state with an emphasis on those serving educationally disadvantaged students</b>			
<b>Performance Measure</b>	<b>Baseline Data</b>	<b>Why Performance Target is Feasible</b>	<b>Data Collection and Reporting</b>
25 additional charter schools opened and operated by August 2023	39 charter schools currently operate in the state <sup>67</sup>	This is an ambitious goal but with the expansion of charter schools statewide, the number of existing high performing single-site charters and the support provided by OPSRC, we believe that this is a feasible growth target.	The OPSRC will report the number of schools documented on the State Department of Education’s website

<sup>67</sup> Forty-three charter schools currently receive A-F report cards listed on the Oklahoma State Department of Education website but four of these schools are closing at the end of this academic year: ABLE Virtual Charter School (2 schools), Harper Academy, and OKC Lighthouse.

**Objective 2. Improve student outcomes in Oklahoma charter schools, especially for educationally disadvantaged students.**

<b>Performance Measure</b>	<b>Baseline Data</b>	<b>Why Performance Target is Feasible</b>	<b>Data Collection and Reporting</b>
Overall Student Proficiency Index score in reading and math will increase each year.	<b>Average Charter Index score for reading: 68.2</b> <b>Average Charter Index score for math: 62.6</b>	This is ambitious because charter schools on average outperform the state, but it is feasible as charter schools are constantly working to improve their scores.	The OPSRC will collect this data from the State Department of Education's annual A-F report cards for schools.
Overall Student Proficiency Index score for bottom quartile of charter students in reading and math will improve every year.	<b>Average Charter Index score for reading: 65</b> <b>Average Charter Index score for Math: 65.8</b>	This is ambitious because raising the bottom quartile can be difficult but feasible because the goal of charter schools is to improve academic performance for all, and improving the bottom quartile of students is critical.	The OPSRC will collect this data from the State Department of Education's annual A-F report cards for schools.

**Objective 3. Disseminate best practices**

<b>Performance Measure</b>	<b>Baseline Data</b>	<b>Why Performance Target is Feasible</b>	<b>Data Collection and Reporting</b>
The OPSRC will post at least 5 best practice deliverables on the charter resources page.	N/A- This is a new performance measure for 2017.	This is a feasible target as the OPSRC will be providing technical assistance to existing and proposed charter schools.	The OPSRC will post documents to their existing charter resources page and will document these postings via screenshot.
The OPSRC will host	N/A- This is a new	This is a feasible	The OPSRC will post

an annual “lessons learned” conference highlighting best practices from subgrantees and other high performing charter schools.	performance measure for 2017.	target as the OPSRC will be providing technical assistance to existing and proposed charter schools.	this meeting on an annual basis, and the meeting agenda and follow-up minutes will serve as evidence of the sessions.
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### ***3. Management plan adequacy***

**(i). Achieve objectives:** OPSRC’s technical team will be critical to ensuring subgrant project objectives, timelines and milestones are adhered to and successfully accomplished. The technical assistance team will have clearly defined responsibilities and will work closely with the subgrantees to ensure success from day one of their planning year through year two, their implementation year. As such, subgrantees will have unlimited access to the technical assistance team for questions, assistance and all support they may require.

It is also important to note that the overall feasibility of adding up to 25 new charters in Oklahoma will be made possible with the strong partnerships we have built with organizations such as High Tech High, NACA (Native American Community Academy), ARE, and existing high quality charter schools in the state. These organizations are capable of identifying and training high-quality charter leaders, and this will be a critical component in ensuring that the state is able to meet its goal of 5 new high-quality charter schools each year.

**(ii). Addressing compliance issues or findings:** Because the technical assistance team will be closely monitoring and working hand-in-hand with all subgrantees during their implementation and planning years, the team will immediately make note of and address with the appropriate subgrantee any compliance issues or findings that may arise via an audit or other

monitoring review. No delays will occur between discovering the issue and correcting it simply because of the close work the technical assistance team will be doing with each subgrantee. The technical assistance team's focus will be to ensure all subgrantees are on target to achieve their milestones as set forth in their guidelines and timelines.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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

## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE ENTITIES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by—
  - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
  - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
  - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decision making about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including—

- 1) Information on the educational program;
- 2) Student support services;
- 3) Parent contract requirements (as applicable), including any financial obligations or fees;
- 4) Enrollment criteria (as applicable); and
- 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(H) The State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, the State entity and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

NAME OF AUTHORIZED OFFICIAL: Brent Bushey

TITLE : Executive Director

SIGNATURE OF AUTHORIZED OFFICIAL: 

DATE: 5-18-2017

APPLICANT ORGANIZATION: Oklahoma Public School Resource Center Inc.

DATE SUBMITTED: 5-18-2017

# Eric S Doss

Executive Director with over 16 years of experience in education and a vast knowledge of all aspects of charter schools in Oklahoma and nationally. Guided by a belief that all students can learn, and schools of the future must look different in order to support all students. Strengths include:

- **Educational Leadership**—guiding the educational vision of a school; including professional development and mentoring for teachers, leadership development, and student support.
- **Strategic Planning**—leading strategic planning processes to develop school mission, vision, and yearly objectives in a rapidly changing political landscape.
- **Financial Management**—developing budgets and policies that ensure that a school can carry out its mission while still following all restrictions on public monies.
- **Policy Development**—working with state and national leaders to develop recommendations for policies and legislation that supports charter school autonomy while developing usable accountability for both schools and authorizers.
- **Public Relations**—speaking often in meetings as well as print, internet, radio and television media about school crisis, school leadership, and charter schools in general.

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## ADMINISTRATIVE EXPERIENCE

### **Tulsa School of Arts and Sciences**

**2010—Present**

Executive Director, 2011—Present

Principal, 2010—11

- Lead a public charter high school that serves 300 students in grades 9-12 in a tuition-free, liberal arts community selected as a National Blue Ribbon School in 2015 and ranking at the top of Tulsa County in ACT averages, state A-F grades, and remediation rates.
- Managed a yearly budget of over \$1.5 Million from state, federal and grant sources. Increased the school's operating carryover by over 250%.
- Organized the Public Relations, Relocation, Fundraising, Insurance Claims, and Procurement after a devastating school building fire; allowing the school to continue successful operations with one day of downtime.
- Developed relationships with district authorizer, Tulsa Public Schools, to allow for charter renewals, lease negotiations, and new maintenance agreements. Worked with district staff to develop the first District/Charter Compact agreement in Oklahoma which led to a grant from the Bill and Melinda Gates Foundation.
- Planned and carried out three location changes for the school; including facility identification, lease negotiations, move logistics, and construction management.

### **Tulsa School of Arts and Sciences**

**2002—10**

Instrumental Music Director/Computer

- Created an award winning jazz and orchestra program from a single after school ensemble to a full-day program highly ranked in Oklahoma.
- Developed basic computer, web design, music appreciation, and AP music theory classes to supplement the curriculum of the entire school.
- Coordinated the volunteer, logistical, and financial management for 2-3 yearly fundraisers totaling over \$10,000 per year for the Fine and Performing Arts Department.
- As Fine and Performing Arts Department Chair helped to determine policy and guide the school.

**6Foot Design, Tulsa, OK** 2005—09  
Partner/Web Designer/Web Programmer

- Designed HTML, CSS, and PHP based website for local and regional businesses.

**Clinton Middle School, Tulsa Public Schools** 2001—04  
Band Director

- Revitalized failing band program, increasing from 30 to over 100 students in a Title I School.
- Spearheaded and negotiated funding for an elementary school band program at five elementary schools.
- Led the band to Superior ratings for the first time in over 15 years.

**McMath Middle School, Denton Independent School District** 1999—2001  
Assistant Band Director

- Taught beginning brass and percussion as well as directing the Symphonic band.
- Developed the first middle school jazz curriculum in Denton ISD.

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EDUCATION

**University of Oklahoma** 2010  
Master of Education, Educational Administration Curriculum and Supervision

**Southwestern Oklahoma State University** 1999  
Bachelor of Music Education, Instrumental Music

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BOARD EXPERIENCE

Vice-President, Board of Directors, Tulsa Camerata  
Ex-Officio, Board of Trustees, Tulsa School of Arts and Sciences  
Ex-Officio, Board of Directors, Tulsa School of Arts and Sciences Foundation for Academic Excellence

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AWARDS AND RECOGNITION

**Governor's Charter School Reform Coordinating Committee** 2014  
**40 Under 40 Young Professionals in Oklahoma** 2013

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CERTIFICATIONS

**Superintendent** 2014  
**Instrumental/General Music** 1999  
Oklahoma State Department of Education

**Instrumental/General Music** 2000  
Texas State Department of Education

# Brent Bushey

## Oklahoma Public School Resource Center; Oklahoma City, OK

September 2013 – Present

### *Founding Executive Director*

*The OPSRC provides technical services and professional development to public schools across the state of Oklahoma. Schools elect to join the OPSRC and as members, have full access to training and consultant services in Technology, Communications, Legal, Finance, and Teaching and Learning. The OPSRC's mission is to build strong relationships with its members and through service delivery, aims to help improve and transform educational outcomes for students across the state of Oklahoma.*

- Established organization from its inception to current state of 16 Full-time employees serving over 160 public school districts and charter schools across the state.
- Successfully secured three year grants from four “anchor” funders—Walton Family Foundation, George Kaiser Family Foundation, Charles and Lynn Schusterman Family Foundation, and Inasmuch Foundation—to launch organization and has secured commitments for an additional three years of funding from organizations.
- Led coalition of education stakeholders in 2015 to pass SB 782, landmark charter legislation in the state that expanded access to charter schools statewide and improved accountability standards for bill.

## United States Federal Government; Washington, DC September 2006 – August 2013

### U.S. Immigration and Customs Enforcement (ICE); Washington, DC

April 2009 – August 2013

#### *Program Manager*

*U.S. Immigration and Customs Enforcement (ICE) is a federal law enforcement agency under the United States Department of Homeland Security (DHS). Responsible for managing IT Product Development within ICE's Office of the Chief Information Officer (OCIO). Interface directly with field agents and other personnel responsible for the identification, detention, and removal of criminal aliens. Manage contractor team of over 30 employees.*

- Program Manager for the Criminal Alien Identification Initiative, a \$90 million investment focused on improving ICE's ability to identify, detain, and remove criminal aliens. Under my leadership, the program has eliminated ineffective projects, saving approximately \$50 million.
- Leading implementation of Agile software implementation methodology at ICE. The agile methodology is an alternative to the historical waterfall approach and requires an overhaul of the existing systems lifecycle methodology (SLM) and re-frames the relationship with ICE's business owners/end users. New methodology enabled ACRIME's first production release to be deployed in two months—an ICE record—and customer feedback has been overwhelmingly positive.
- Recently named—February 2013—as Senior Program Advisor to ICE's Student Exchange and Visitor (SEVIS) Program. The SEVIS program is responsible for tracking foreign students attending school in the United States. The program has struggled for over six years to address important security vulnerabilities in the current IT system. My role as an adviser is to implement an agile systems methodology to eliminate wasteful practices and efficiently address the known vulnerabilities.

## U.S. Department of Treasury; Washington, DC

September 2006 – April 2009

### *Program Manager*

*Worked in Department of Treasury headquarters as the E-Government Program manager in the Office of the Chief Information Officer (OCIO). Led efforts pertaining to the Presidential E-Government Initiatives and Lines of Business, managing a budget of over \$5 million annually.*

- During my tenure, the Department of Treasury completed all 260 Administration milestones pertaining to the E-Government initiatives achieving cost-savings of over \$20 million and improved services.
- Served as project manager for the Department of Treasury's migration to a consolidated Learning Management System (LMS)—three systems were decommissioned resulting in annual cost savings of over \$300,000. Responsibilities included analyzing and developing business requirements for the system and developing and tailoring the project schedule, work breakdown structure, and related documentation.

**SRA Touchstone Consulting Group, Washington, DC**

July 2005 – September 2006

*Strategic Consultant, Assistant Chief Information Office (ACIO) for Electronic Government (E-Gov), Department of Treasury*

- Created Internal Scorecard, a tool that translated the Departments E-Government requirements to the Bureau level
- Revised process used by the ACIO to track and manage staff's activities

*Business Process Re-Engineering consultant, Joint Chiefs of Staff Logistics Division (J4), Department of Defense*

- Mapped the J4's High Level Business Processes
- Facilitated meetings focused on the development of a more effective organizational structure for the J4

**Center for Innovation in Public Service, Washington, DC**

June 2003 –

May 2005

*Research Fellow*

*The Center for Innovation in Public Service was founded in the School of Public Policy and Public Administration at George Washington University. Funded by BearingPoint Consulting, the center provided an opportunity for individuals from the public, private and academic arenas to collaborate on public management challenges. As the first research fellow in the center, I helped establish the center and led research on the center's first projects.*

- Authored "Human Capital Management: A Research Prospectus," Center's first publication released in December 2003.
- Authored "Getting and Keeping the People You Need," a chapter in *Meeting the Results Challenge: A Guide for New Federal Leaders and Managers*, published in February 2005.
- Developed an analytical framework of human capital management entitled "Human Capital Management Value Chain;" this framework is a strategic planning tool designed for use by practitioners to increase their work unit's productivity.

**Teach For America**

June 1999 - May 2003

*Teach For America is the national corps of outstanding recent college graduates who commit two years to teach in urban and rural public schools and become leaders in the effort to expand educational opportunity.*

*National Campaign Director, Recruitment, Los Angeles, CA*

September 2001 - May 2003

- Presented recruitment goals and strategies with regional teams and alumni chapters; presented at monthly meetings to enlist the support of corps members and alumni; conducted information sessions; and trained others to present Teach For America's recruitment messages.
- Hired, trained, and managed teams of recruiters on 20 campuses nationwide; enlisted faculty support on campus; developed new strategies to increase campus awareness; and ensured the execution of these strategies by securing volunteers to staff events.
- Efforts resulted in significant increases in the number of applications and admitted applicants from my campuses.

*Corps Member and Public School Teacher, New Orleans, LA*

June 1999 – June 2001

- Taught academic subjects (varied by semester) to students with learning disabilities and behavior disorders.
- Authored three successful grant proposals that generated over \$18,000 for school programs.
- Created an after-school mentoring program in conjunction with the local city councilman; program provided guidance and internship opportunities to 30 students.
- Coached four varsity teams; fifteen athletes navigated college application process and secured college scholarships under my tutelage.

**EDUCATION**

Master of Public Administration

May 2005, GPA 3.9 Honors Graduate (highest GPA) in MPA program at George Washington University

Michigan State University

Bachelor of Arts degree in Political Theory and Constitutional Democracy

May 1999, GPA 3.8

#### **CERTIFICATIONS/AWARDS**

Selected as one of Federal Computer Weekly's "Fed 100" for 2013

ACRIME Project Team was awarded ICE's "Team of the Quarter" for the 4<sup>th</sup> quarter of Fiscal Year 2012

DHS Project Management Level III Certification (highest possible level allows certified professionals to manage projects valued up to 1 billion dollars)

Project Management Professional (PMP)

Top Secret Clearance Level

**TOM COLE**  
4TH DISTRICT, OKLAHOMA

DEPUTY WHIP

**COMMITTEE ON APPROPRIATIONS**  
LABOR, HEALTH AND HUMAN SERVICES,  
EDUCATION AND RELATED AGENCIES – CHAIRMAN  
DEFENSE  
INTERIOR, ENVIRONMENT,  
AND RELATED AGENCIES

**COMMITTEE ON RULES**

**COMMITTEE ON THE BUDGET**



**Congress of the United States**  
**House of Representatives**

May 4, 2017

PLEASE REPLY TO:

- 2467 RAYBURN HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) 225-6165
- 2424 SPRINGER DRIVE  
SUITE 201  
NORMAN, OK 73069  
[REDACTED]
- 711 SW D AVENUE  
SUITE 201  
LAWTON, OK 73501  
(580) 357-2131
- SUGG CLINIC OFFICE BUILDING  
100 EAST 13TH STREET, SUITE 213  
ADA, OK 74820  
(580) 436-5375

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The mission of OPSRC is to support small schools and districts with needs and support, including charter schools. With the current budget crisis in Oklahoma and the lack of funding for education, the OPSRC lends their efforts to improving the educational quality in the state. These efforts go far and wide in these schools to support the students, teachers, and administration where funding is lacking.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act. The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,

[REDACTED]

Tom Cole  
Member of Congress

STEVE RUSSELL

5TH DISTRICT, OKLAHOMA

COMMITTEE ON EDUCATION  
AND THE WORKFORCE

COMMITTEE ON OVERSIGHT AND  
GOVERNMENT REFORM

HOUSE ARMED  
SERVICES COMMITTEE

128 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) [REDACTED]

DEL CITY OFFICE  
4600 SE 29TH, SUITE 400  
DEL CITY, OK 73115  
(405) [REDACTED]

russell.house.gov

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-3605**

May 12, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

Further, the Act increases performance and operational accountability for charter schools, including requirements for meeting identified rigorous academic and operational metrics. The State Board of Education further strengthened Oklahoma's charter authorizer practices by approving the adoption of the National Association of Charter School Authorizers' (NACSA) standards and principles, which serve as guidelines to assist authorizers in implementing standardized, quality authorizing practices that lead to great charter schools.

In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,

[REDACTED SIGNATURE]

JIM BRIDENSTINE  
1ST DISTRICT, OKLAHOMA

216 CANNON HOUSE OFFICE BUILDING  
WASHINGTON, DC 20515  
(202) [REDACTED]

2448 EAST 81ST STREET, SUITE 5150  
TULSA, OKLAHOMA 74137  
[REDACTED]

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-3601**

COMMITTEE ON ARMED SERVICES  
COMMITTEE ON  
SCIENCE, SPACE, AND TECHNOLOGY

Bridenstine.House.gov  
Facebook.com/CongressmanJimBridenstine  
Twitter.com/RepJBridenstine

May 10, 2017

Mr. Stefan Huh  
Director, Charter Schools Programs  
Office of Innovation and Improvement  
U.S. Department of Education  
400 Maryland Ave SW  
Washington, DC 20202

Dear Mr. Huh:

I am writing to express strong support for the State Educational Agencies (SEA) grant application submitted by the Oklahoma Public School Resource Center (OPSRC.) OPSRC is competing for an SEA grant to be issued by the Department's Charter Schools Program (CSP.)

Substantial improvements in Oklahoma's charter school policy have increased community interest in such schools even as their numbers have grown. Governor Fallin signed into law substantive changes to the Oklahoma Charter Schools Act (the "Act") in 2015. The Act requires authorizers to implement high-quality sponsorship criteria, including processes to evaluate the academic and operational performance of the authorizer's charter schools.

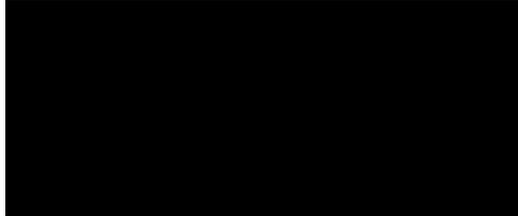
Further, the Act increases charter school accountability, including requirements to meet rigorous academic and operational metrics. The State Board of Education strengthened Oklahoma's charter authorizer practices by adopting the National Association of Charter School Authorizers' (NACSA) standards and principles. These serve as guidelines assisting authorizers in implementing uniform, quality authorizing practices promoting great charter schools.

The Act authorizes every school district to sponsor a charter school and expands sponsorship to higher education institutions, Native American Tribes, technology centers, and the State Board of Education (in collaboration with the Office of Juvenile Affairs.) It establishes an appeals process within the State Board of Education for applications rejected by local educational agencies.

**Oklahoma is ready to expand quality charter schools. Now, the State is seeking resources to support timely, effective and efficient implementation of its new charter schools policy.**

**I ask for your full and fair consideration of OPSRC's grant application to expand quality charter schools within Oklahoma.**

**Sincerely,**





**Mary Fallin**  
**Office of the Governor**  
**State of Oklahoma**

May 10, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW,  
Washington, D.C. 20202

Dear Mr. Huh:

Please accept this letter of support for the Oklahoma Public School Resource Center and its efforts to successfully procure a State Education Agency grant from the Charter Schools Program at the U.S. Department of Education. This grant will further my education policy priority of expanding high-quality charter schools in Oklahoma.

During my tenure as Governor of Oklahoma, I have proudly signed numerous bills to expand growth of charter schools in Oklahoma, including Senate Bill 782 (2015), which allows charter schools to be authorized throughout the state. The legislation contains substantial changes to the Oklahoma Charter Schools Act including: requiring an authorizer to implement high-quality sponsorship frameworks, as well as a process to evaluate the academic and operational performance of its charter schools; increasing performance and operational accountability for charter schools, including requirements for meeting identified rigorous academic and operational metrics; allowing every school district in the state the ability to sponsor a charter school; and expanding sponsorship to higher education institutions, Native American Tribes and technology centers.

Oklahoma has taken significant steps to increase the number of high quality, high performing charter schools. This grant would support efforts of the Oklahoma State Department of Education to assist in planning, designing and implementing successful charter schools as well as enable the dissemination of best practices from across the nation.

Thank you for considering Oklahoma's grant application. If awarded I am confident the Oklahoma Public School Resource Center would use the funding to expand quality charter schools and implement the grant with urgency, efficiency and fidelity. By taking advantage of opportunities such as this grant, we can continue to improve the quality of education in Oklahoma.

Sincerely,

A black rectangular redaction box covering the signature of Mary Fallin.

Mary Fallin  
Governor

**Michael Rogers**  
**State Representative**  
**District 98**  
[REDACTED]



**Chairman, Common Education**

**State Capitol Building**  
2300 N. Lincoln Blvd., Rm. 302  
Oklahoma City, OK 73105

**House of Representatives**  
STATE OF OKLAHOMA

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

Further, the Act increases performance and operational accountability for charter schools, including requirements for meeting identified rigorous academic and operational metrics. The State Board of Education further strengthened Oklahoma's charter authorizer practices by approving the adoption of the National Association of Charter School Authorizers' (NACSA) standards and principles, which serve as guidelines to assist authorizers in implementing standardized, quality authorizing practices that lead to great charter schools.

In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. To date, Oklahoma has never received a grant from the CSP. Therefore, I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,

[REDACTED]  
Michael Rogers  
State Representative District 98

**Senator Stanislawski**  
State Capitol Room 428  
2300 N. Lincoln Blvd.  
Oklahoma City, OK 73105

Office  
Fax



**Senate District 35**  
Tulsa

**Tulsa Office**  
7134 S. Yale Ave. Suite 700  
Tulsa, OK 74136

**Oklahoma State Senate**  
STATE OF OKLAHOMA

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

I have been impressed by the quality of work that OPSRC has done to raise the standards for our charter schools. I can trust them to stretch every dollar to make its greatest impact for the students in our state.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. To date, Oklahoma has never received a grant from the CSP. Therefore, I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,



Gary Stanislawski



**Natalie Shirley**  
**Secretary of Education**  
**and Workforce Development**

900 N. Portland Avenue  
Oklahoma City, OK 73107  
P: [REDACTED]

May 9, 2017

**Mr. Stefan Huh**  
**Director, Charter Schools Program**  
**Office of Innovation and Improvement**  
**United States Department of Education**  
**400 Maryland Avenue SW**  
**Washington, D.C. 20202**

Dear Mr. Huh:

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

OPSRC has long championed charter schools and has provided support and ongoing advice to them. Most importantly, OPSRC has the ability and willingness to manage grants in a responsible and judicious way. I am confident that OPSRC will manage an SEA grant in a way that will maximize the grant's impact on charter schools and the state.

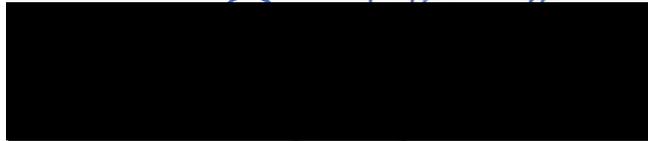
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Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very truly yours,

A large black rectangular redaction box covers the signature area. A blue ink signature is partially visible above the box, and another blue ink mark is visible below it.

# TRIBAL EDUCATION DEPARTMENTS NATIONAL ASSEMBLY



309 NW 13<sup>th</sup> Street, Ste. 103  
Oklahoma City, OK 73103  
O: 405.563.7912  
F: 405.926.8323  
[REDACTED]

## Board of Directors FY 2017

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Vivian Saunders, *Ak-Chin Indian Community*  
Stephanie Cook, *Saint Regis Mohawk Tribe*  
Isaac Salcido, *Gila River Indian Community*

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I write today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The Tribal Education Departments National Assembly (TEDNA) is a national membership non-profit organization whose mission is to represent Tribal Education Departments/Agencies (TEDs/TEAs) as they exercise education sovereignty within their respective tribal jurisdictions. TEDNA recognizes the importance of quality public schools who educate tribal youth and further recognizes the capability and professionalism exhibited by the OPSRC. The OPSRC has consistently echoed TEDNA's core priority to develop more inclusive and relationship-based collaborations with Tribal nations and their TEDs.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, federally recognized Tribal nations, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Respectfully,

  
Quinton Roman Nose  
Executive Director, TEDNA  
[qromannose@tedna.org](mailto:qromannose@tedna.org)

cc: Gloria Sly, Board President  
Florinda Jackson, Board Secretary  
Julian Guerrero, Associate Director



Assisting African Americans, other minorities and  
the poor achieve social and economic equality.

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

As a social services professional, I have witnessed the distress from parents in low income communities who struggle with the realities of our current public school system. We need to empower parents in low income communities to have choices and options in their children's education. The success of our young people is too critical and too important not to explore all options for young people particularly for children in low income communities. Every child deserves the best education and their success should not be limited to their zip code. Every parent should have a choice in charting and supporting their child's educational path even if they are challenged by their economic situation.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC to advance the charter school movement in Oklahoma that will be first and foremost marked by quality.

Very Respectfully,



Valerie Thompson, PhD  
President and CEO



**LATINO COMMUNITY  
DEVELOPMENT AGENCY**

May 16, 2017

**Chairman**  
Richard Lane  
**Vice Chairman**  
Shannon Emmons, JD  
**Treasurer**  
Ronald Grant, Jr.  
**Secretary**  
Lourdes Planas, Ph.D.

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

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Jeff Ewing  
Chris Fusselman  
Miguel Garcia, JD  
Lynn E. Groves  
Robert M. Ruiz  
Yuriana Velasco  
Victor Ortega  
Joe Cardenas

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

**President**  
Dr. Raúl Font

My name is Dr. Raúl Font. I am the President of the Latino Community Development Agency (LCDA) – a health, social and education organization serving and watching out for the Latino community. As the State houses one of the fastest growing ethnic populations (Latinos), LCDA constantly endorses organizations like OPSRS whom finds ways to enhancing the quality of life of the community. We cannot be more pleased with the quality of services, level of interest, and caring spirit OPSRC brings to progress of Latinos as well as all ethnic groups in our State

**Affiliated with:**  
National Council of La Raza  
National Alliance for  
Hispanic Health

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

**Member of:**  
Greater Oklahoma City Chamber  
Greater Oklahoma City  
Hispanic Chamber of Commerce

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420 S.W. 10th  
Oklahoma City, OK 73109  
(405) 236-0701  
[Redacted]  
www.LCDAOK.com

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Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Respectfully,



Dr. Raúl Font, President  
Latino Community Development Agency

*“Supporting mental and physical health as well as social well-being”  
Est. 1991 – 25<sup>th</sup> Anniversary*





May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

It is with the upmost confidence that ChoiceMatters expresses its strongest support for Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

ChoiceMatters, a program of Scissortail CDC, help parents find high quality options for their children. There are thousands of parents desperately seeking greater educational opportunities, and OPSRC has been the most effective organization in growing the number of quality seats in Oklahoma.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Very Respectfully,



Robert Ruiz  
President

Met Cares Foundation, Inc.  
4619 S. Granite Avenue  
Tulsa, OK 74135



May 16, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The Met Cares Foundation, a secular not-for-profit organization, is focused on improving the quality of life for families living in North Tulsa through three interacting areas of focus: great schools, deep community engagement and economic development. Our ambitious work begins with opening the first Met Cares School, the Greenwood Leadership Academy, in fall 2017. The school is part of a pattern of 5-7 North Tulsa schools that MCF intends to open in the coming years. The Tulsa Public Schools has approved our school partnership application for our first school as well as a school building from which our school will operate next year. We anticipate applying for authorization for our second school this summer.

From the inception of our work, OPSRC has been a critical partner in all aspects of our work. OPSRC has worked collaboratively with us, as well as the staff at the Tulsa Public Schools, to open Oklahoma's first partnership school. At a granular level, OPSRC provides technical advice and guidance to us and TPS as we navigated this new innovative school model and as we, the MCF, works to better understand the statutory requirements applicable to and resources available to all Oklahoma charter schools. OPSRC, it's Executive Director and staff have been essential thought partners as we have moved forward with our plans, and a trusted and visible advocate as well as a critical peer to help guide our efforts. Where we have needed legislative support to support our efforts, we have always been able to rely on OPSRC. Similarly, OPSRC has been the vehicle through which we have been able to access support from other Oklahoma charter schools and the force that has worked to align all non-traditional public schools that

make-up the Tulsa educational landscape. Quite candidly, OPSRC and the Walton Family Foundation have and continue to step up to help us secure the funding we have needed to plan and prepare to open a high-quality school, long before public funds are provided to us. The progress we have made is tied directly to the resources and leadership that OPSRC has given to us. Their leadership has been visible, relentless and unwavering and an important part of the foundation we have worked to establish.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,



---

Ray A. Owens, Chairman, on behalf of  
Met Cares Foundation



May 16, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The State Chamber of Oklahoma represents over 1,500 Oklahoma businesses and 350,000 employees. Our state's businesses know the importance of a well-educated workforce, and are dependent upon an education system with high standards and strong accountability. The State Chamber supports policies that allow Oklahoma schools to spur innovation, like school choice, while ensuring the future workforce needs of businesses, both large and small, can be met. We are confident OPSRC can improve access to quality education and in turn help develop our state's future workforce.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Very Respectfully,

  
Emily Shipley  
Vice President of Government Relations

May 16, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

The Oklahoma Educated Workforce Initiative is led by Oklahoma's top business leaders, and we know firsthand the cost of our state's skills gap both in economic terms, but also in lost potential of Oklahoma students who have every right to get their dream job. No one is more capable of improving access to quality education for all Oklahoma students than OPSRC and would be greatly helped in this effort with this grant.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Very Respectfully,

  
Jennifer Montes  
Executive Director, Oklahoma Educated Workforce Initiative

# GEORGE KAISER FAMILY FOUNDATION

*A supporting organization of Tulsa Community Foundation*

May 11, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

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Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. I strongly encourage you to carefully consider the application from OPSRC so that the charter school movement in Oklahoma will be first and foremost marked by quality.

Very Respectfully,

  
Ken Levit  
Executive Director

7030 South Yale Avenue, Suite 600 • Tulsa, Oklahoma • 74136 • Phone:  • Fax: 



**CHARLES AND LYNN  
SCHUSTERMAN  
FAMILY FOUNDATION**

May 12, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Re: Charter Schools Program Grant Application - Oklahoma

Dear Mr. Huh,

Please accept this letter in support of the application by the Oklahoma Public School Resource Center (OPSRC) for an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

Over the last several years, our Foundation has provided significant financial support to various public school districts, charter schools and national education organizations. We are dedicated to working with public/private partnerships to improve the academic success of our most challenged students.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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**Tulsa Office**  
110 West 7th Street, Suite 2000  
Tulsa, OK 74119  
Tel: [REDACTED]

**DC Office**  
1250 Eye Street NW, Suite 700  
Washington, DC 20005  
Tel: [REDACTED]

**Jerusalem Office**  
7 Derech Beit Lechem  
Jerusalem, Israel 9355304  
Tel: +[REDACTED]

**Atlanta Office**  
271 17th Street NW, Suite 1750  
Atlanta, GA 30363  
Tel: [REDACTED]

**San Francisco Office**  
625 Market Street, Suite 700  
San Francisco, CA 94105  
Tel: [REDACTED]

In addition to authorizing every school district in the state to sponsor a charter school, the Act further expands sponsorship to higher education institutions, Native American Tribes, technology centers, the State Board of Education in collaboration with the Office of Juvenile Affairs, and sets forth an appeal process with the State Board of Education when an application has been rejected by an LEA.

I respectfully request that the U.S. Department of Education carefully consider the application from OPSRC so that the charter school movement in Oklahoma can continue to evolve and grow with appropriate accountability and fidelity.

Very Respectfully,

A large black rectangular redaction box covering the signature of the sender.

Senior Program Officer

*The*  
WALTON FAMILY  
FOUNDATION

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

As a representative of the Walton Family Foundation working in Oklahoma (focused on philanthropic investments in the K-12 sector) and as a father of two public school students, I have a personal stake in the future success of our state and the dire need for the high-quality options for families. I believe the growth of the state's high-quality public charter school sector is a key part of this effort. I have also observed the burgeoning influence of the Oklahoma Public School Resource Center over the past several years, and see them as best positioned to help guide this work.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Oklahoma is primed to expand quality charter schools if the resources align to implement the new policy with urgency, efficiency, and fidelity. To date, Oklahoma has never received a grant from the CSP. Therefore, I strongly encourage you to carefully consider the application from OPSRC so that quality will first and foremost stand as a hallmark of the charter school movement in Oklahoma.

Very Respectfully

  
  
*Senior Program Officer*  
The Walton Family Foundation  
405-313-8363  
[dgardenhire@wffmail.com](mailto:dgardenhire@wffmail.com)

# Inasmuch Foundation

210 Park Avenue, Suite 3100 Oklahoma City, OK 73102

May 4, 2017

Mr. Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement  
United States Department of Education  
400 Maryland Ave. SW  
Washington, D.C. 20202

Dear Mr. Huh,

I am writing today to express my strongest support for the Oklahoma Public School Resource Center (OPSRC) and its efforts to successfully procure an SEA grant from the Charter Schools Program (CSP) at the United States Department of Education.

Over the last several years, the Inasmuch Foundation has provided significant financial and organizational support to local public school districts, charters schools and educational organizations. We are dedicated to working with public and private partnerships to improve academic success for our most challenged students.

The number of charter schools in Oklahoma continues to increase along with communities' interest in the schools due to substantive policy improvements. During the 2015 legislative session, Governor Mary Fallin signed into law the most substantial changes to the Oklahoma Charter Schools Act (the "Act"). The new law requires an authorizer to implement high-quality sponsorship frameworks, which include processes to evaluate the academic and operational performance of its charter schools.

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Very truly yours,



Robert J. Ross  
President and CEO

PR/Award # U282A170021

Page e110

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

DEPARTMENT OF THE TREASURY

Date: DEC 17 2013

OKLAHOMA PUBLIC SCHOOL RESOURCE  
CENTER INC  
1401 WEST CAPITOL AVE  
LITTLE ROCK, AR 72201

Employer Identification Number:

DLN:

Contact Person:

CARA D FRAN CZAK

Contact Telephone Number:

(877)

Accounting Period Ending:

June 30

Public Charity Status:

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

Form 990 Required:

Yes

Effective Date of Exemption:

February 28, 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.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

OKLAHOMA PUBLIC SCHOOL RESOURCE

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

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

## Appendix E

### Proprietary Information: Not Applicable

*Applicant's list of proprietary information found in the application, if applicable. Applicants should identify the specific information and page numbers in the application where it can be found.*

## **Certification of Lobbying & Disclosure of Lobbying Activities**

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

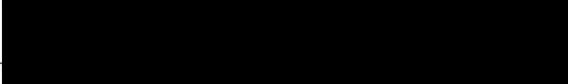
- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection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

No funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a member of Congress, an officer or employee of Congress or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, “Disclosure of Lobbying Activities,” in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Name of Authorized Official: Brent Bushey

Title: Executive Director

Signature of Authorized Official: 

Date: 5/8/17

Applicant Organization: Oklahoma Public School Resource Center, Inc.

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## 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.

<b>* APPLICANT'S ORGANIZATION</b> <input style="width: 90%;" type="text" value="Oklahoma Public School Resource Center, Inc."/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 50px;" type="text"/>	* First Name: <input style="width: 150px;" type="text" value="Brent"/> Middle Name: <input style="width: 150px;" type="text" value="Michael"/>
* Last Name: <input style="width: 200px;" type="text" value="Bushey"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Executive Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Completed on submission to Grants.gov"/>	* DATE: <input style="width: 150px;" type="text" value="Completed on submission to Grants.gov"/>

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
4040-0013

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <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:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/>  CFDA Number, if applicable: <input type="text" value="84.282"/>
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<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
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**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:

# CHARTER SCHOOL APPLICATION

REVIEW GUIDE  
SAMPLE ONLY

APPLICANT'S NAME | \_\_\_\_\_

RECEIPT DATE | \_\_\_\_\_

HEARING DATE | \_\_\_\_\_

PROPOSED SPONSOR | \_\_\_\_\_

PROPOSED EDUCATION  
SERVICE PROVIDER\* | \_\_\_\_\_

\*If applicable, education service provider refers to an organization that contracts with the governing board of a school to provide comprehensive management services, such as Charter Management Organizations (CMO), Education Management Organizations (EMO), or comprehensive school design providers.

## INTRODUCTION AND GUIDELINES

The Oklahoma State Board of Education Charter School Application Rubric guides reviewers through an assessment of the key elements needed to design, manage, and operate a quality charter school consistent with Oklahoma law. Each section restates the application request and provides criteria for evaluating the applicant's response to the request.

For each section, you are asked to determine whether the response is of high-quality or needs improvement and/or does not meet the requirement. Within each section, your rating and accompanying comments for the section should apply and reference those criteria.

Your comments and evidence are at least as significant as your rating.

## HIGH-QUALITY

The response demonstrates a thorough understanding of key issues and demonstrates capacity to open and operate a high-quality charter school. It addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

## NEEDS IMPROVEMENT AND/OR DOES NOT MEET REQUIREMENT

The response meets some of the criteria, but lacks meaningful detail or requires additional information in one or more key areas. If the response does not meet the requirement(s), the response lacks meaningful detail; demonstrates lack of preparation; and/or otherwise raises substantial concerns about the applicant's understanding of and ability to implement an effective plan including if the respondent does not respond to the required section.

## NOTES

Use the Notes box to identify notable positive aspects of the response. You should also use this box to identify questions and concerns that bear on whether the application should be approved.

The applicant must include a mission statement that must be clear and support the intent of the Charter Schools Act.

## ✓ HIGH QUALITY

The mission statement expresses a focused purpose for the school that supports the intent of the Charter Schools Act, and clearly identifies the name of the applicant.\* (1) (5)

- The application contains an explanation of any partnerships or contractual relationships central to the operations or mission of the charter school. (24)
- The application identifies the name of applicant(s) and requested sponsor, and background information relating to the applicant and the school's governing body. (2) (5)

Appendices include:

- Demonstration of support for the charter school from residents of the geographic boundaries of the proposed sponsor, which may include a survey or petition of the residents. (9)
- Documentation that the applicant(s) completed the required charter school training. (10)

The application includes a section that discusses effective operation of the proposed charter school.

This section completely describes the following processes:

- A detailed school start-up plan that identifies tasks, timelines, and individuals responsible.
- The nature and extent of opportunities and expectations for parental involvement in the operation of the charter school.
- A plan for staff development. (26) (27)

Appendices include sample job descriptions (for administrators, teachers and key employees) and demonstration of community support.

## ✗ NEEDS IMPROVEMENT

The mission statement has been provided; however, it is not clear and/or does not support the intent of the Charter Schools Act and does not clearly identify the name of the applicant.

- The application does not contain an explanation of any partnerships or contractual relationships central to the operations or mission of the charter school.
- The application does not identify the name of applicant(s) and requested sponsor

Appendices do not include:

- Demonstration of support for the charter school from residents of the geographic boundaries of the proposed sponsor, which may include a survey or petition of the residents.
- Documentation that the applicant(s) completed the required charter school training.

The application fails to discuss effective governance and the operation of the proposed charter school. This section has incomplete information on the following processes:

- A detailed school start-up plan that identifies tasks, timelines, and individuals responsible.
- The nature and extent of opportunities and expectations for parental involvement in the operation of the charter school.
- A plan for staff development.

Appendices do not have job descriptions.

## NOTES:

The application must include a description of the charter school's admission policies and procedures.

## ✓ HIGH QUALITY

- The application includes a full, comprehensive description of student recruitment and admission plans and procedures, plans and timelines for student enrollment, including lottery procedures. (18)
- A description of realistic minimum and maximum enrollment planned per year for each grade. (11)

## ✗ NEEDS IMPROVEMENT

- The application fails to provide a clear description of the admission policies and procedures plans and timelines for student enrollment, including lottery procedures.
- Marketing of a lottery process and enrollment deadlines, placement notification, and as priority enrollment have not been fully described.
- There is no description of the minimum and maximum enrollment planned per year for each year of the contract.

### NOTES:

The charter school's educational program and curriculum must be clearly described in the application. The application must demonstrate that the educational program is designed to enable each student to achieve these standards.

## ✓ HIGH QUALITY

The charter school's educational program and curriculum are clearly described in the application.

- The application clearly identifies the following:
  - i. Grades served (7)
  - ii. Academic program aligned to state standards
  - iii. Type of learning environment, class size and structure, curriculum overview and teaching methods (14)
  - iv. Cocurricular programs and extracurricular activities, and how funded (17)
  - v. Plans for transportation and food services, if applicable (25)
  - vi. School calendar and a sample daily schedule for the academic year that complies with state law(12)
- The application contains a framework for teaching and learning, demonstrates alignment to the Oklahoma Academic Standards, and a plan for professional development that is likely to support effective implementation of the curriculum, and a realistic plan for how staff development will be funded and delivered. (13)

## ✗ NEEDS IMPROVEMENT

The application fails to provide adequate information on the educational program outlined in the application.

- The application does not clearly identify the following:
  - i. Grades served
  - ii. Academic program aligned to state standards
  - iii. Type of learning environment, class size and structure, curriculum overview and teaching methods
  - iv. Cocurricular programs and extracurricular activities, and how funded; and
  - v. Plans for transportation and food services
  - vi. School calendar and a sample daily schedule for the academic year

## NOTES:

The charter school's goals and objectives are clearly described in the application. The application must include a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the school's achievement standards. The school's evaluation plan must include state-mandated assessments and other assessments, the timeline for meeting these standards and the procedures to be taken if pupil achievement falls below the standards.

## ✓ HIGH QUALITY

The school has identified goals and objectives that reflect high expectations and include benchmarks based on reliable research and data, such goals to be:

- aligned with the school's mission and educational program
- ambitious, yet attainable
- aligned with a performance framework, and
- set high standards for student learning (8) (13-15)

The school has included information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.

The goals are aligned with the academic standards adopted by the State of Oklahoma and with the mission and vision of the school.

The application clearly identifies the following:

- Criteria to measure the effectiveness of the school, (8) and
- Plan for using internal and external assessments to measure and report student progress on the performance framework for individual students, cohorts, and the charter school as a whole. (15)

## ✗ NEEDS IMPROVEMENT

The school has failed to identify goals and objectives that reflect high expectations and include benchmarks based on reliable research and data.

The school has included limited information on how the charter school will monitor progress toward meeting the goals of the school and how the school will make modifications based on data.

The application fails to discuss how goals are aligned with the academic standards adopted by the State of Oklahoma. The charter school application does not include a plan or timeline for evaluating pupil performance across the curriculum.

The application fails to provide a description of the charter school's plan for evaluating pupil achievement and progress toward accomplishment of the integrated goals and objectives. The school fails to adequately describe a plan or provide clear procedures to be taken if pupil achievement falls below the standards.

## NOTES:

## ✓ HIGH QUALITY

- The application includes a discussion of how the charter will follow regulations related to Individuals Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of Elementary Secondary Education Act (ESEA), and provision of a Free Appropriate Public Education (FAPE), and includes:
  - a demonstration or plan of capacity to meet state and federal requirements regarding the identification and evaluation of students with disabilities
  - indicates a commitment to serve the full range of needs of students with disabilities, and
  - a plan for requiring transportation of a student pursuant to an Individualized Education Plan (16)
- The section also includes budget support for at least one special education teacher during the initial year and information on how the charter will provide for student referrals and evaluation for disabilities, including transition, technical assistance, program evaluation and an exit strategy for students who are found to no longer require specialized services.
- The application identifies that plans will be place to ensure that a free and appropriate public education (FAPE) and a continuum of services are provided, and/or that plans will be in place to serve students who are English Learners and/or who are academically behind.

## ✗ NEEDS IMPROVEMENT

- The application fails to provide necessary information on how the charter will follow regulations related to Individuals Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, The Americans with Disabilities Act, Title III of Elementary Secondary Education Act (ESEA) and provision of a Free Appropriate Public Education (FAPE).
- Information is not sufficiently provided on the charter's process for referral and evaluation of students with disabilities, including transition, technical assistance, program evaluation and an exit strategy for students found to no longer require specialized services.
- The application does not identify that plans will be in place to ensure that a free and appropriate public education (FAPE) and a continuum of services are provided, and/or that plans will be in place to serve students who are English Learners and/or who are academically behind.

### NOTES:

The charter school application must include plans for adopting a policy governing student conduct, student rights and responsibilities and student discipline standards and procedures.

## ✓ HIGH QUALITY

- The application includes plans for adopting a policy governing student conduct, student rights and responsibilities and student discipline standards and procedures that meet applicable law. The policy (or plan for its development) will set forth:
  - A description of student rights and responsibilities, including behavior and discipline standards, and
  - As applicable and if necessary, a reasonable hearing procedure, including notice and a hearing before the board of directors of the charter school.
  - The application adequately addresses that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the Local Education Agency (LEA).
  - The discipline policy complies with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) (FERPA), and includes a charter board appeals process for students as may be required. (19)
- The application identifies cocurricular or extracurricular programs that the school intends to make available to students, and how they will be funded and delivered. (17)
- The application outlines a strategy for engaging parent and guardians in the life and culture of the school, including opportunities for engagement relating to promoting a safe and orderly learning environment. (26)

## ✗ NEEDS IMPROVEMENT

- The application fails to provide detailed policies governing student conduct, student rights and responsibilities and student discipline standards and procedures that meet state law.
- The application fails to adequately address that under IDEA of 2004, the continued provision of FAPE for a student with a disability who is expelled from a public school remains with the LEA.
- The discipline policy described does not comply with FERPA, and does not include discussion of the charter board appeals process for students, as may be required.
- The application does not identify cocurricular or extracurricular programs that the school intends to make available to students, and how they will be funded and delivered.

## NOTES:

The application must include a description of the governance of the charter school.

## ✓ HIGH QUALITY

- The application includes a section that discusses effective governance of the proposed charter school. The application describes the model of governance, including the organizational chart for the proposed charter school, and clearly defines the governance structure for the school and the governing board and includes:
  - that the governing board has the capacity to oversee the successful development and implementation of the proposed educational program, management of public funds, compliance with legal obligations, represent the community well, and is aware of their duties and responsibilities as public servants (20)
- This section describes the background information of the organizational structure and governing body, including an explanation of powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed and when the election or appointment takes place. (20)
- The section substantively describes the relationship between the governing board and school administrators, advisory bodies, parent teacher councils, and/or any external organizations, including the amount of authority the governing board will convey to school administrators, including but not limited to the hiring policy of the school and leadership employment policies for the school. (20) (21)
- The governance section also includes full statements and information regarding bylaws, articles of incorporation and an organizational chart (with school administration, employees and their relationship to the sponsoring entity). (20) (21)(23)
- The governance section clearly articulates any anticipated fundraising, partnerships or contractual relationships central to the mission and/or operations of the school, including:
  - If applicable, a description of the contractual relationship and accountability between the third-party and the school's governing board
  - If applicable, evidence of success with the CMO/EMO in serving students similar to the school's target population; description of services to be provided by the CMO/EMO; delineation of the rolls and responsibilities between the school's governing board and CMO/EMO (24)
  - Assurances that the charter school will comply with the requirements of the Oklahoma Open Meetings Act and the Oklahoma Open Records Act, and that the governing body will meet at least quarterly in the state.\* (34) (35)

## ✗ NEEDS IMPROVEMENT

- The application fails to coherently discuss effective governance of the proposed charter school. This section has incomplete information.
- The governance section does not describe the relationship between the governing board and school administrators, including the amount of authority the governing board will convey to the school administrators.
- There is no mention of bylaws, articles of incorporation and an organizational chart (with school administration, employees and their relationship to the sponsoring district).
- Appendices do not have the following items:
  - Bylaws, including compliance with Oklahoma Open Meeting Act and the Open Records Act.
  - Articles of incorporation
  - Organizational chart

The application must include a description of the governance of the charter school.

**NOTES:**

The application must include a plan for the charter school that is economically sound and in compliance with state and federal requirements, including a proposed budget for the term of the charter. The application also must describe the manner in which an annual audit will be conducted.

## ✓ HIGH QUALITY

- The application includes a financial plan, to include an annual financial audit, conducted by an outside, certified financial firm, to the SDE.
  - The budget included in the charter application reflects the educational and operational priorities of the school and a description of the treasurer or other officer(s) who will have primary responsibility for the finances of the charter school, who has demonstrated experience in school finance or equivalent thereof and demonstration of capacity and compliance with Oklahoma school finance laws (as applicable), including those related to child nutrition, special education and federal programs (3) (28)
  - The budget section fully explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, address any financial concerns and follow the Oklahoma Cost Accounting System's auditing, and reporting procedures.
  - Appendices include a Five-Year Budget (realistic assumptions and their basis, startup and first-year cash-flow projection of operation, minimum enrollment needed for solvency, anticipated fundraising (if any) and adequate staffing that fits with the application narrative in the educational plan and other related sections). (30) (31) (32)
  - Description of the insurance coverage the charter school will obtain. (29)

## ✗ NEEDS IMPROVEMENT

- The application does not include a plan to submit a financial audit, as required by law.
- Appendices do not include a Five-Year Budget (realistic assumptions and their basis, startup and first-year cash-flow projection of operation, minimum enrollment needed for solvency and adequate staffing that fits with the application narrative in the educational plan and other related sections).
- The application does not include a description of the insurance coverage the charter school will obtain.

### NOTES:

The charter school must employ administrators and teachers in a manner consistent with the Charter Schools Act. The application must explain the relationship that will exist between the charter school and its employees, including evaluation procedures.

## ✓ HIGH QUALITY

The application includes the following:

- A clear description of the process to be used to recruit for, select and employ instructional staff and other employees that are realistic and likely to be effective, and demonstrate a sound understanding of expected staffing needs that are aligned with the budget, anticipated enrollment and the educational program.
- Employment policies, and how they will be communicated to employees, including any policy changes.
- A complete description of the proposed evaluation process.
- A description of the grievance and termination procedure for the charter school's employees, as may be applicable.
- Assurance that the charter will not employ a teacher whose certificate/license has been suspended or revoked in Oklahoma or another jurisdiction, and will comply with applicable laws relating to background checks for prospective employees.
- A description of whether the charter school will require teachers to be certified by the state of Oklahoma. (4) (22)

## ✗ NEEDS IMPROVEMENT

The application fails to include required information or extremely limited information in the following areas:

- A clear description of the process to be used to recruit for, select and employ instructional staff and other employees.
- Employment policies, and how they will be communicated to employees, including any policy changes.
- A complete description of the proposed evaluation process.
- A description of the grievance and termination procedure for the charter school's employees, as may be applicable.

## NOTES:

The application must include an address for the charter school.

## ✓ HIGH QUALITY

The application clearly details a facilities plan, the location of the charter school and backup or contingency plans, and demonstrates:

- knowledge of realistic facilities costs
- support of facilities related budget assumptions
- compliance with applicable health, safety, and occupancy requirements (6) (33)

## ✗ NEEDS IMPROVEMENT

The application does not clearly detail a facilities plan, the location of the charter school and backup or contingency plans.

### NOTES:

Check “High Quality” or “Needs Improvement” for each category of the application.

MISSION STATEMENT	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
ENROLLMENT	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
EDUCATIONAL PROGRAM	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
GOALS, OBJECTIVES AND EVALUATIONS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
SERVING STUDENTS WITH SPECIALS NEEDS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
STUDENT DISCIPLINE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
GOVERNANCE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
OPERATIONS	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
BUDGET AND FINANCE	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
EMPLOYEES	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT
FACILITIES	<input type="radio"/> HIGH QUALITY	<input type="radio"/> NEEDS IMPROVEMENT

## FINAL EVALUATION OF APPLICATION AND COMMENTS

**Oklahoma Charter School  
Academic Performance Framework Checklist**

Academic Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
<b>1.1—Overall Absolute Achievement</b>		
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?		
<b>1.2—Overall Growth</b>		
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?		
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?		
<b>1.3—Subgroup Absolute Achievement</b>		
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		
<b>1.4—Subgroup Growth</b>		
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>		
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>		
<b>1.5—Postsecondary Readiness</b>		
1.5.1—Assessment Participation		
1.5.2—Assessment Performance		
<b>1.6—Graduation Rate</b>		

**Oklahoma Charter School  
Academic Performance Framework**

<b>1.0—Academic Performance Framework</b>	
<b>1.1—Overall Absolute Achievement</b>	
<p>1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>	<p>1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b>?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>
<b>1.2—Overall Growth</b>	
<p>1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>	<p>1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>

**Oklahoma Charter School  
Academic Performance Framework**

<b>1.3—Subgroup Absolute Achievement</b>	
<p>1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>	<p>1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b>? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>
<b>1.4—Subgroup Growth</b>	
<p>1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>	<p>1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>

**Oklahoma Charter School  
Academic Performance Framework**

<b>1.5—Postsecondary Readiness</b>	
<p>1.5.1—Assessment Participation</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT, or ASVAB at least once.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT or ASVAB at least once.</li> </ul> </li> </ul>	<p>1.5.2—Assessment Performance</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT, and ASVAB scores of students at the school is equal to or greater than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT and ASVAB score of students at the school is less than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> </ul>
<b>1.6—Graduation Rate</b>	
<p>1.6—Graduation Rate</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is equal to or greater than the state’s average high school graduation rate.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is less than the state’s average high school graduation rate.</li> </ul> </li> </ul>	

**Oklahoma Charter School  
Academic Performance Framework**

Academic Performance Framework Scoring		
Criteria	Points Available	Points Earned
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	2	
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?	2	
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?	1	
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?	1	
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.5.1—Postsecondary Readiness Participation	1	
1.5.2—Postsecondary Readiness Performance	2	
1.6—Graduation Rate	2	
<b>Total</b>	<b>15</b>	

<b>Academic Performance Score</b>	
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

*\*Note: The Oklahoma State Department of Education disaggregates to the following subgroups: Hispanic, American Indian, Asian, Black, Hawaiian or Pacific Islander, White, Two or More Races, Students with Learning Disabilities, Student with Limited English Proficiency, and Students with Migrant Status.*

**Oklahoma Charter School**  
**Financial Performance Framework Checklist**

Financial Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
2.1—Audit Findings		
2.1.1—Did the most recent audit have any findings?		
2.1.2—Did any of the school’s audits over the term of the contract have any findings?		
2.2—Cash Flow		
2.3—Debt to Asset Ratio ( <i>Total Liabilities divided by Total Assets</i> )		
2.4—Timely Reporting, Financial		
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the Oklahoma State Department of Education?		
2.4.2—Did the school meet all the financial reporting deadlines, as required by the Oklahoma State Department of Education, over the term of the charter contract?		

**Oklahoma Charter School  
Financial Performance Framework**

2.0—Financial Performance Framework	
2.1—Audit Findings	
<p>2.1.1—Did the most recent audit have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on the school’s most recent independent financial audit.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on the school’s most recent independent financial audit.</li> </ul> </li> </ul>	<p>2.1.2—Did any of the school’s audits over the term of the contract have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> </ul>
2.2—Cash Flow	2.3—Debt to Asset Ratio
<p>2.2—Cash Flow</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is positive and cash flow is positive for each year, OR</li> <li>✓ Three-year cumulative cash flow for the school is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is negative</li> </ul> </li> </ul>	<p>2.3—Debt to Asset Ratio <i>(Total Liabilities divided by Total Assets)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is less than 0.9</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is greater than 0.9</li> </ul> </li> </ul>

## Oklahoma Charter School Financial Performance Framework

<b>2.4—Timely Reporting, Financial</b>	
<p>2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>

Financial Performance Framework Scoring		
Criteria	Points Available	Points Earned
2.1.1—Did the most recent audit have any findings?	3	
2.1.2—Did two of the school’s last three audits have any findings?	2	
2.2—Cash Flow ( <i>Three-year cumulative cash flow is positive</i> )	2	
2.3—Debt to Asset Ratio ( <i>Total Liabilities divided by Total Assets</i> )	1	
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?	1	
2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?	1	
<b>Total</b>	<b>10</b>	

<b>Financial Performance Score</b>
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$

**Oklahoma Charter School  
Organizational Performance Framework Checklist**

Organizational Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
3.1—Attendance Rate		
3.2—Recurrent Enrollment		
3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i>		
3.2.2—Recurrent Enrollment Average		
3.3—Open Meeting Act & Open Record Act Compliance		
3.4—Accreditation		
3.4.1—Accreditation ( <i>Most Recent</i> )		
3.4.2—Accreditation ( <i>Contract Term</i> )		
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma Statute and by the Oklahoma State Department of Education?		
3.6—Timely Reporting, Accreditation		
3.6.1—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on the most recent Accreditation Report?		
3.6.2—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?		
3.7—Timely Reporting, Sponsor Governing School Board		
3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?		
3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?		
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?		

**Oklahoma Charter School  
Organizational Performance Framework**

<b>3.0—Organizational Performance Framework</b>	
<b>3.1—Attendance</b>	
<p>3.1—Attendance Rate</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is equal to or greater than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is less than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li> </ul> </li> </ul>	
<b>3.2—Recurrent Enrollment</b>	
<p>3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The recurrent enrollment for this year is equal to or greater than 75%.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The recurrent enrollment for this year is less than 75%.</li> </ul> </li> </ul>	<p>3.2.2—Recurrent Enrollment Average</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The cumulative average recurrent enrollment is equal to or greater than 75% over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The cumulative average recurrent enrollment is less than 75% over the term of the charter contract.</li> </ul> </li> </ul>

## Oklahoma Charter School - Template Organizational Performance Framework

<b>3.3—Open Meetings &amp; Open Records Compliance</b>	
<p>3.3—Open Meetings &amp; Open Records Compliance</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school consistently complies with requirements in the Open Meetings &amp; Open Records Acts.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school inconsistently complies with requirements in Open Meetings &amp; Open Records Acts.</li> </ul> </li> </ul>	
<b>3.4—Accreditation</b>	
<p>3.4.1—Accreditation (<i>Most Recent</i>)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on the school’s most recent Accreditation Report.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings on the school’s most recent Accreditation Report.</li> </ul> </li> </ul>	<p>3.4.2—Accreditation (<i>Contract Term</i>)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.5—Website</b>	
<p>3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school has consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The school has not consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> </ul>	

## Oklahoma Charter School Organizational Performance Framework

<b>3.6—Timely Reporting, Accreditation</b>	
<p>3.6.1—Did the school meet all the reporting deadlines, as required by the State Department of Education, on the most recent Accreditation Report?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.6.2—Did the school meet all the reporting deadlines, as required by the State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.7—Timely Reporting, Sponsor Governing School Board</b>	
<p>3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on.</li> </ul> </li> </ul>
<b>3.8—Organizational Support Structures</b>	
<p>3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families do not have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> </ul>	

## Oklahoma Charter School Organizational Performance Framework

Organizational Performance Framework Score		
Criteria	Points Available	Points Earned
3.1—Attendance Rate	2	
3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i>	3	
3.2.2—Recurrent Enrollment Average	3	
3.3—Open Meetings & Open Records Compliance	1	
3.4.1—Accreditation ( <i>Most Recent</i> )	2	
3.4.2—Accreditation ( <i>Contract Term</i> )	2	
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education?	1	
3.6.1—Did the school meet all the reporting deadlines on the most recent Accreditation Report as required by the State Department of Education?	1	
3.6.2—Did the school meet all the reporting deadlines on at least two of the last three Accreditation Reports as required by the State Department of Education?	1	
3.7.1—Did the school meet all the reporting deadlines during the most recent year as required by the Sponsor Governing School Board?	1	
3.7.2—Did the school meet all the reporting deadlines in at least two of the last three years as required by the Sponsor Governing School Board?	1	
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?	2	
<b>Total</b>	<b>20</b>	

Organizational Performance Score	
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

**Oklahoma Charter School  
Performance Framework Index**

Performance Framework Index				
Performance Framework	Calculation	Score	Weight	Index
Academic (A)	$(Score) * (Weight) = (A)$		0.5	
Financial (F)	$(Score) * (Weight) = (F)$		0.25	
Organizational (O)	$(Score) * (Weight) = (O)$		0.25	
Performance Framework Index (PFI)	$[(A) + (F) + (O)] * 100 = PFI$		1.0	

## CHARTER SCHOOL CONTRACT

This Charter School Contract (“Contract”) is executed on this \_\_\_ day of \_\_\_\_, \_\_\_\_, by and between, **Independent School District, Oklahoma** (the “District”) and **Charter School, Inc.**, a non-profit corporation (the “Board”) to authorize the establishment and operation of a charter school known as Charter School Academy located at \_\_\_\_\_, Oklahoma ( “Charter School”).

### RECITALS

WHEREAS, in \_\_\_\_\_ 20 \_\_, the Board submitted a charter school application to the District proposing the Charter School (the “Application”); and

WHEREAS, on \_\_\_\_\_, 20 \_\_, the Board presented the Application to the District; and

WHEREAS, on \_\_\_\_\_, 20 \_\_, the District’s Board of Education voted to authorize the proposed Charter School, subject to parties executing a mutually agreeable charter school contract.

NOW THEREFORE, in consideration of the foregoing recitals, the parties agree:

1. **AUTHORITY TO OPERATE CHARTER SCHOOL.** The District authorizes the Board to operate the Charter School subject to the terms of this Contract, the Oklahoma Charter Schools Act, Title 70 O.S. § 3-130, et. seq. (the “Act”), and all other applicable federal, state and local laws and regulations. In the event of a conflict between the provisions of this Contract and the Act, the Act shall control. Action materially in violation of the terms of the Contract, the Act, or applicable rules and regulations shall constitute a material violation of this Contract, and will be good cause for termination of the Contract, provided that action necessary to comply with any applicable law or related state/federal regulation shall not constitute a material violation of this Contract.
2. **TERM OF AGREEMENT.** The term of this Contract is from July 1, 20\_\_ until June 30, 20 \_\_, unless earlier terminated as provided for by law or the terms of this Contract. This Contract is effective and enforceable by either party upon its acceptance and approval of both parties.
3. **GOVERNANCE.** The Board shall govern the Charter School 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 Board shall have final authority and responsibility for the academic, financial, and organizational performance of the Charter School, the fulfillment of this Contract, and approval of the Charter School’s budgets. The Board shall also have authority for and be responsible for policy and operational decisions of the Charter School. Nothing herein shall prevent the Board from delegating said authority and responsibility herein to officers, employees and agents of Charter School, including members of the Charter School’s

**governing board. However, the Board shall remain ultimately responsible at all times for compliance with the terms of this Contract and applicable federal and state laws and regulations, regardless of any such assignment. The Board shall govern the School pursuant to the following terms and conditions:**

- a. Bylaws. The Bylaws of the Board shall provide for governance of the operation of the Charter School as a public charter school and shall at all times be consistent with all applicable law and this Contract. Any modification to the Bylaws must be submitted to the District within five (5) business days of approval by the Board.
- b. Articles of Incorporation. The Board shall comply with the Articles of Incorporation of the non-profit. Any amendment to the Articles of Incorporation must be submitted to the District within five (5) business days of being filed.
- c. Composition. The composition of the Board shall at all times be determined by and consistent with its Articles and Bylaws and all applicable law and policy. A list of the Board members and contact information along with each member's disclosure form are included with the Application and incorporated herein. The Board shall notify the District of any changes to the Board Member List and Disclosures within five (5) business days of their taking effect and provide the District with the amended Board Member List and Disclosures. A majority of the Board shall be residents of the State of Oklahoma and meet no less than quarterly in a public meeting within the boundaries of the District.
- d. Conflicts of Interest. Subject to 70 § 3-136(A)(17) of the Act, the Board acknowledges and agrees that the members shall abide by the same conflict of interest requirements as members of the I District's Board of Education.
- e. Non-Commingling. Assets, funds, liabilities and financial records of the Charter School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.

**4. EDUCATIONAL PROGRAM.** The comprehensive educational program to be provided by the Charter School is described in the Application. The Charter School should provide the educational programs and/or services shown in the Application and set forth below:

- a. Design Elements & Educational Philosophy. The Charter School shall implement and maintain the design elements and educational philosophy as referenced in the Application. The Charter School shall provide notice to the District of any

material modifications to the design elements.

- b. Content Standards. The Charter School's educational program shall meet or exceed current Oklahoma Academic Standards, as set by state statutes or the Oklahoma State Department of Education.
- c. Curriculum. The Charter School shall implement the curricula described in the Application in compliance with applicable law. The Board may, without seeking District approval, make reasonable modifications to its approved curriculum to permit the School to meet its educational goals and student achievement standards. Any modifications, either individually or cumulatively, that are of such a nature or degree as to cause the approved curriculum to cease to be in operation will require approval from the District and an amendment to this Contract.
- d. Graduation Requirements [for high schools]. The Charter School's curriculum shall comply with 70 O.S. § 3-136(A)(3) of the Act and shall meet or exceed all applicable graduation requirements as established by the Oklahoma State Department of Education (the "SDE").
- e. Staff Qualifications. Each teacher shall possess all applicable qualifications as required by applicable state or federal law.
- f. Staff Training. The Charter School shall provide any training required by applicable state or federal law.
- g. Student Assessment. In accordance with 70 O.S. § 3-136 of the Act, the Charter School shall participate in the testing as required by the Oklahoma School Testing Program Act and the reporting of test results as is required of a traditional public school district. The Charter School shall also provide any necessary data to the Oklahoma State Department of Education Office of Accountability. The Charter School shall comply with all assessment protocols and requirements as established by the State Department of Education, maintain test security, and administer the tests consistent with all relevant state requirements except where exempted.
- h. English Language Learners. The Charter School shall at all times comply with all state and federal law applicable to the education of English language learners, including but not limited to the Elementary and Secondary Education Act

(ESEA), Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA). The Charter School shall provide resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The Charter School shall employ and train teachers to provide appropriate services to English language learners. The Charter School shall establish and follow policies and procedures for identifying, assessing and exiting English language learners, consistent with all applicable state and federal law.

i. Students with Disabilities.

I. The Charter School shall provide at its sole cost identification, services and accommodations to students with disabilities as set forth in the Application and in accordance with any relevant policies thereafter adopted, and in compliance with all applicable provisions of the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*) (the “IDEA”), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) (the “ADA”), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) (“Section 504”), and all applicable regulations promulgated pursuant to such federal laws, as well as any applicable state laws, including the SDE’s Policies and Procedures for Special Education of Oklahoma. The Charter School’s obligations under these laws and regulation include, but are not limited to, the following:

- **Policies and Procedures Manual.** The Charter School shall develop and implement a special education policies and procedures manual consistent with applicable court and administrative opinions setting forth Charter School’s obligations under the law and this Contract.
- **Notice.** The Charter School will comply with all requirements relating to notification to parents of their rights under the IDEA and with notices required to be provided to parents of children with disabilities or children suspected of having disabilities.
- **Enrollment.** The Charter School shall not refuse enrollment to a student because the student already has been or may be identified as a child with a disability under the IDEA or a child to whom Section 504 is applicable. The Charter School will not drop enrollment of a student if such identification is made subsequent to enrollment.

- **Child Find.** The Charter School shall adopt and implement policies and practices that affirmatively seek out, identify, locate and evaluate children with disabilities enrolled in the Charter School or contacting the Charter School regarding enrollment, and shall develop and implement a practical method to determine which children with disabilities are currently receiving needed special education and related services. For each eligible child, the Charter School shall develop an individualized education program (“IEP”) appropriate to the needs of that student and provide services to that student in accordance with the IEP.

**Free Appropriate Public Education.** The Charter School shall provide a free appropriate public education to all children with disabilities who are enrolled in the Charter School.

- **Services to Students Subject to Disciplinary Removal.** The Charter School shall comply with current IDEA regulations governing services to students subject to disciplinary removal, including regulations that require continuation of a free appropriate public education to a child with a disability even after disciplinary removal or change of placement of the child for valid disciplinary reasons.
- **Monitoring.** The Charter School agrees that its implementation of programs required to be in compliance with laws governing the education of children with disabilities may be monitored for compliance by the United States Department of Education, Office of Special Education Programs; the United States Department of Education, Office For Civil Rights; the Special Education Division of the Oklahoma Department of Education. This monitoring activity may include responding to complaints and other investigations by the enforcing agencies, and may result in corrective actions imposed on Charter School by these agencies for any discrepancies found. The District shall have right to require periodic special education compliance reports from Charter School.
- **Due Process Hearings.** The Charter School's implementation of programs required to be in compliance with laws governing the education of children with disabilities may be subject to due process hearing and court supervision via litigation against the Charter School brought by individuals affected by the actions of the Charter School. The Charter School is aware that the cost to the Charter School of due process hearings and litigation can be substantial. The Charter School acknowledges and agrees that the District is in no way responsible for the costs of such costs, including but not limited to attorneys’ fees.

- II. The Charter School agrees that it is the Local Educational Agency (“LEA”) as that term is defined in the above statutes and regulations and agrees that it shall be responsible for all costs associated with providing services and accommodations to the special education students enrolled in Charter School, including without limitation, all costs of litigation and/or due process hearings. The Charter School agrees to indemnify the District from all liabilities, including attorney fees and costs, which may be incurred by or imposed on the District concerning the education of any special education student enrolled in the Charter School.

## 5. SCHOOL PERFORMANCE STANDARDS, AUDITS AND EVALUATION.

- a. School Performance Framework. The Charter School shall annually *Meet* or *Exceed Expectations* on the School Performance Framework attached as Appendix “A” (the “Performance Framework”). The Performance Framework shall include, but not be limited to, the information set forth in the Student Assessment / School Accountability section of the Application as well as any requirements of the Oklahoma Charter Grant Program and any applicable laws and regulations.
  - I. The School Performance Framework shall consist of an Academic, a Financial and an Organizational Performance Frameworks.
  - II. The District shall monitor and report on the Charter School’s progress in relation to the indicators, measures, metrics and targets set out in the Performance Framework. Such reporting shall take place annually and be in compliance with this Contract and provide the Charter School with a guidance report upon completion of the audits and evaluations.
  - III. The Charter School’s performance in relation to the indicators, measures, metrics and targets set forth in the Academic, Organizational and Financial Performance Frameworks will be a part of the basis upon which the District will decide whether to renew the Charter School’s Charter at the end of the term of this Contract.
  - IV. The Parties intend that, where this Contract references or is contingent upon

state or federal accountability laws, that they be bound by any applicable modification or amendments to such laws upon the effective date of said modifications or amendments, unless the Charter School is otherwise exempt from such. The specific terms, form and requirements of the Performance Framework may be modified or amended, to the extent required to align with changes to applicable state or federal accountability requirements, as set forth in law. In the event that any such modifications or amendments are required, the District will use best efforts to apply expectations for school performance in a manner consistent with those set forth in the Performance Framework as initially established in this Contract.

- b. Annual Performance Evaluation. The Charter School shall be subject to an evaluation by the District of its academic, organizational, and financial performance annually and is required to provide required documentation on or before April 1<sup>st</sup> of each year. The academic evaluation will consist, at a minimum, of a review of student performance and progress. The Charter School will also be evaluated based upon the school's mission and program. District shall comply with 70 O.S. §§ 3-135 (C) and 3-135(D) in providing the guidance document in sufficient time for the Board to provide the documentation required herein.
  - c. School Performance Framework. The School Performance Framework will be a part of the basis, along with the requirements of 70 O.S. § 3-137 (B), (C) & (D), upon which the District will decide whether to renew the Contract at the end of its term. The District shall comply with the Act's requirements on charter renewals.
  - d. Ongoing Quality Assurance. The Charter School shall be subject to quality assurance visits upon reasonable advanced notice.
  - e. Accreditation. Consequences for issues related to State accreditation shall be those prescribed by the State accreditation or accountability system.
  - f. Charter Renewal. The District shall provide oversight of the Charter School through the annual performance audits and evaluations and provide the Charter School with a guidance report upon completion of the audits and evaluations.
- I. The District shall develop and maintain chartering policies and practices consistent with recognized principals and standards for quality charter authorizing as established by the Oklahoma State Department of Education in all major areas of authorizing responsibility, including organizational capacity,

performance contracting, ongoing charter school oversight and evaluation and charter renewal decision making and provide copies of such to the Board. 70 O.S § 3-134(K).

- II. Prior to the beginning of the second to last year of the contract term, the District shall issue a school performance report and renewal application guidance to the Board pursuant to 70 O.S. § 3-137(B). The performance report shall summarize the performance record to date of the Charter School, based upon the data required by the Act and this Contract and taking into consideration the percentage of educationally disadvantaged students enrolled in the Charter School, and shall provide notice of any weaknesses or concerns perceived by the District concerning the Charter School that may jeopardize its position in seeking renewal if not timely rectified. The Board shall have forty-five (45) days to respond to the performance report and submit any corrections or clarification for the report.
  - a. The renewal application guidance shall, at a minimum, provide the Board the opportunity to:
    - i. Present additional evidence, beyond the date contained in the performance report, supporting its case for renewal;
    - ii. Describe improvements undertaken or planned for the Charter School; and
    - iii. Detail the plan for the next charter term for the Charter School.
- III. Prior to the last year of operation, the Board may apply for renewal of the Contract with the District. The Board should provide such information as part of its renewal application as required by District policy.
- V. The District shall give written notice of its intent to deny the request for renewal at least eight (8) months prior to the expiration of this Contract and in making renewal decisions the District shall:
  - i. Ground decisions on evidence of the performance of the Charter School over the term of the contract in accordance with the performance framework set forth in the contract and shall take into consideration the performance of educationally disadvantaged students enrolled in the Charter School;
  - ii. Grant renewal to the Board if it has achieved the standards, targets

and performance expectations as stated in the Contract and is organizationally and fiscally viable and has been faithful to the terms of the Contract and applicable law;

- iii. Ensure that data used in making renewal decisions are available to the Board; and
- iv. Provide a report to the Board summarizing the evidence used as the basis for such decision.

## 6. SCHOOL OPERATIONS

- a. In General. The Charter School shall operate at all times in accordance with all federal and state laws, local ordinances, regulations and District policies applicable to charter schools, except where such conflicts with state law or where the Charter School is otherwise exempt.
- b. Nonsectarian Status. The Charter School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. The Charter School shall not be affiliated with a nonpublic sectarian school or religious institution.
- c. Open Meetings and Public Records. The Board shall comply with the Oklahoma Open Meeting Act and the Oklahoma Open Records Act.
- d. Non-discrimination. The Charter School shall not discriminate against any student, employee or any other person on the basis of race, color, ethnicity, national origin, gender, religion, disability, sexual orientation, sexual identity, or any other ground that would be unlawful if done by any other public school. It shall take all steps necessary to ensure that discrimination does not occur, as required by law.
- e. District's Right to Review. The Board will be subject to reasonable periodic reviews not to exceed quarterly without a specific cause of its operations and finances by the District, including related records, and upon reasonable notice to the Board.
- f. Administrative Records. The Board will maintain all administrative records, and student academic records, required by law. The Board agrees to make reasonably necessary administrative records available to the District upon request.
- g. No Encumbrances. The Board shall utilize a fiscal year beginning July 1 and ending on the following June 30. The Board shall not violate the fiscal year debt restrictions

imposed by the Article 10, Section 26 of the Oklahoma Constitution. The Board will not encumber to any third party any of the Charter School's assets, nor shall the Board extend credit or otherwise make use of the credit or assets of the Charter School for any purpose other than operation of the Charter School authorized by this Contract.

- h. Transportation will not be provided for students, unless required by federal or state law. The Board may explore options for transportation as needed for parents whose students are accepted and enrolled in the Charter School.

**7. SCHOOL CALENDAR. The Charter School shall adopt a school calendar as set forth in the Application with an instructional program that meets or exceeds the compulsory school attendance requirements of state law.**

**8. ADMISSION AND ENROLLMENT**

- a. Admission and Enrollment Policy. The Board shall comply with the admission and enrollment requirements set forth in 70 O.S. §§ 3-135 & 3-140. Enrollment shall be open to any student who resides within the geographical boundaries of the District and is eligible by age or grade to enroll in the Charter School's educational program. In doing so, the Board must give preference to students attending a school site listed on the school improvement list as required by the Act. For any school year during which the State of Oklahoma has a waiver from the requirements of the No Child Left Behind Act or applicable law, student admission as a result of this preference will be based on students who attend a school site that is identified as a Priority School under Oklahoma's approved ESEA flexibility request, as amended. If capacity exists after enrolling all eligible students who reside within the District, then the Charter School may admit students who reside outside the District's geographical boundaries if the District approves a transfer application for such students. If capacity is insufficient to enroll all eligible students who apply for admission at any level, then the Charter School shall select students through a lottery selection process. The lottery shall use a mechanism for selecting students that will result in an equal probability that any student will be selected, and does not give the Charter School discretion to waive the selection of any student selected under the lottery. If a lottery is utilized by the Board, thirty (30) days advance written notice of the date of the lottery shall be provided to the District. The District shall be entitled to have a representative present at the lottery. Sibling policy will be applied at the lottery, so that if more than one child from a family has applied for admission and one of the children is or has previously been selected by lottery, then other applicants from that family are also permitted to

attend.

- b. Advertising. Prior to enrolling any student, the Board shall advertise, at its expense, to the general public, through display on the Charter School's website or through other methods, relevant information about the Charter School necessary for a student or parent to determine whether an application should be made to the Charter School. At a minimum, the advertisement must provide information as to the Charter School's purpose, mission, admission policies, and method by which any student or parent can apply for admission to the Charter School. The advertisement shall explain that if capacity is insufficient to enroll all eligible students who apply, the Board will select students through a lottery that does not discriminate against any student.
- c. Maximum Enrollment. The Board has indicated a maximum number of students who may be enrolled in the Charter School in the Application. The Board indicates that this maximum enrollment determination is consistent with facilitating the academic success of students enrolled in the Charter School and facilitating the Charter School's ability to achieve the other objectives specified in the Contract. The Board may increase the number of students if it determines that such is consistent with facilitating the academic success of students enrolled in the school.
- d. In compliance with 70 O.S. § 3-140, the Board will have an open application and enrollment with freedom of choice and will not limit enrollment based on ethnicity, national origin, gender, sexual orientation, sexual identity, income level, disabling condition, religion, proficiency in the English language, measures of achievement, aptitude, or athletic ability.

**9. TUITION AND FEES.** The Board will not charge tuition or fees directly or indirectly, regardless of the terminology that may be used to describe any such attempted charge.

**10. SCHOOL FACILITIES.**

- a. Generally. The District is under no obligation to provide facilities and equipment to the Charter School. All furniture and equipment purchased with state and local public funds shall be inventoried and a copy of such inventory may be requested by the District. In the event the Charter School requests rental of District space for a specific event, the rental rate will be comparable to rate charged to the community or other public schools.
- b. Location. The primary location of the Charter School shall be consistent with the Application. Any change in the primary location of the Charter School shall be

consistent with the Application and acceptable to the District.

- c. Construction/Renovation and Maintenance of Facilities. The Board will be responsible for the construction/renovation and maintenance of any facilities owned or leased by it. The Board will be responsible for ensuring compliance with all ADA accessibility requirements. This provision only applies to facilities not owned or controlled by District.

**11. FUNDING OF CHARTER SCHOOL.** The Charter School shall receive funding from the District as provided by OKLA. STAT. tit. 70, § 3-142 and applicable regulations, and any subsequent amendments thereto, less five percent (5%) of the total State Aid allocation, which shall be retained by the District as a fee for administrative services rendered. The District shall make payment to the Board by the second Friday after the District's receipt of any funds to which the Charter School is entitled. The Charter School, in addition to the funding received from the District, may receive other public and/or private funding from sources other than the District pursuant to 70 O.S. § 142(C)&(D).

**12. SCHOOL FINANCE.** The Board shall comply with all applicable state financial and budget laws, rules, and regulations.

- a. The Board shall be subject to audits of programs and financial conditions as may be imposed by state or federal law, including but not limited to the Oklahoma Public School Audit Law, 70 O.S. §22-102, et seq. The Board shall provide to the District a copy of the School's external audit on the same date such audit is due to the State Department of Education. If the Charter School's audit includes any deficiencies, the Board shall within sixty (60) days of receipt of the audit findings provide to the District a Corrective Action Plan addressing each audit deficiency received outlining corrective action steps. In the event any issue for which the Charter School received a deficiency is cited in the next two (2) annual audits, the District reserves the right to place the Charter School on probation.

The Board shall file an annual report with the Office of Accountability in accordance with 70 O.S. §3-143 containing information requested by the Office of Accountability.

- b. Upon reasonable request, the Board shall provide copies of its monthly financial reports to the District in compliance with Oklahoma Public School Audit Law, 70 O.S. §22-102, et seq. Otherwise, such reports shall be submitted to the District quarterly, no later than thirty (30) days following the end of each quarter, except that all year end reports shall be submitted with the annual independent financial audit.

- c. The Board shall assure that all financial records for the Charter School are: (1) maintained at the Charter School principal's administrative office, (2) posted and reconciled at least monthly; and (3) open for public inspection during reasonable business hours.
- d. The Board shall establish procedures for ensuring that funds are disbursed for approved expenditures consistent with the Charter School's budget.

**13. BUDGET. Annual Budgets.** On or before Oct. 1<sup>st</sup> of each year, the Board will submit to the District the Charter School's proposed budget for the upcoming fiscal year (July 1<sup>st</sup> to June 30<sup>th</sup>). This provision may be satisfied by providing a copy of the Charter School's Estimate of Needs.

**14. EMPLOYMENT MATTERS**

- a. No Employee or Agency Relationship. Neither the Board, its members, employees, agents, nor contractors are employees or agents of the District; nor are either the District or its employees, agents, or contractors employees or agents of the Board or Charter 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.
- b. Retirement Plan. Pursuant to 70 O.S. § 3-136 of the Act, employees of the Charter School may participate as members of the Teachers' Retirement System of Oklahoma in accordance with applicable statutes and rules if otherwise allowed pursuant to law.
- c. Professional Development. On a space-available basis, the Charter School's employees may participate in the District's professional development activities for a reasonable fee. The District shall notify the Charter School of professional development activities in the same manner provided to other District site administrators. On a space-available basis, District employees may participate in any Charter School professional development activities for a reasonable fee.
- d. Background Checks. The Charter School agrees to obtain and retain copies of fingerprint and background checks, including national criminal history record checks, sex offender registry checks and violent offender registry checks for all employees as may be required of school district under federal or state law.
- e. Employment Contracts. The Charter School shall have a written employment

contract with every employee. The Charter School may not enter into an employment contract with any teacher or other personnel prior to the approval of this Contract by the District. The Charter School's contract shall be in compliance with applicable law.

**15. CHARTER SCHOOL NUTRITION SERVICES**

The Charter School will provide school nutrition services as set forth in the Application.

**16. CONNECTIVITY.** Charter School is responsible for connectivity of student information with the State. Charter School must purchase and implement its own Student Information System ("SIS") and software for special education programs and services to connect directly with the State. The purchased SIS and software by Charter School must meet federal or state reporting and State Department of Education requirements related to the implementation of WAVE and the legal mandate for all school districts in Oklahoma to be "SIF" compliant as defined in 70 O.S. § 3-160 Subsection B.

**17. PROVISION OF POLICIES TO THE DISTRICT.** Upon reasonable request, the Board will furnish to the District copies of all written policies and procedures it may adopt with respect to any matter relating to its management, operations, and educational program.

**18. BREACH OF CONTRACT, TERMINATION, AND DISSOLUTION**

a. The grounds and procedures for breach and termination of this Contract and dissolution of the Charter School shall be in compliance with the Act, and this Contract does not limit or expand the rights of either party.

I. Breach of Contract. In the event the District has reason to believe the Charter School has failed to meet or violated any provision of State or Federal law, this Contract, or failed to meet the Performance Frameworks and effectiveness of the Charter School's program, the District will notify the Board in writing of the violation and the proposed action to be taken. The Board shall have thirty (30) days to respond and provide an explanation and corrective action plan. If the Board's explanation and corrective action plan are inadequate to cure the violation, the District may in its discretion place the Charter School on probation, terminate or non-renew this Contract. Any non-renewal or termination due to such failure or violation shall comply with the Act.

II. Grounds for Termination. Grounds for termination or non-renewal during the term of this Contract are those set forth in and in accordance with 70 O.S. §

3-137 of the Act. "Other good cause" for termination or non-renewal shall be deemed to include a material violation of any of the terms, conditions, standards, or procedures set forth in this Contract.

- III. Termination by the District. Any termination, revocation, or non-renewal of this Contract shall be in accordance with 70 O.S. § 3-137 of the Act. Any termination or revocation shall take effect after the Charter School has had the opportunity to exhaust any appeal or review as provided by law or this Contract. In order to minimize the disruption to students, the effective date of the termination shall be no sooner than the end of the current school year, unless termination on a different date is reasonably necessary to protect the health, safety, or welfare of students or staff.
- IV. Termination by the Board. Should the Board choose to terminate this Contract before the end of the contract term, it may do so in consultation with the District at the close of any school year and upon written notice to the District given at least thirty (30) days before the end of the school year.
- V. Dissolution. Upon termination or non-renewal of this Contract for any reason by the District, upon expiration of this Contract, or if the Charter School should cease operations or otherwise dissolve, the Board will supervise and have authority to conduct the winding up of the business and other affairs of the Charter School; provided, however, that in doing so the District will not be responsible for and will not assume any liability incurred by the Charter School under this Contract. The Board and Charter School personnel shall cooperate fully with the winding up of the affairs of the Charter School.
- VI. Disposition of School's Assets upon Termination or Dissolution. The Board shall adopt a rule specifying the method to be used for disposing of real and personal property acquired by the Charter School upon the expiration or termination of the Contract or upon failure of the Charter School to continue operations or when the real or personal property is no longer needed.

Any real or personal property purchased by the Charter School at any time **with public funds** shall be retained by the District, upon the occurrence of any of said events. However, if the Charter School continues operation in the geographical boundaries of the Sponsor under a new charter contract sponsored by another entity authorized under the Oklahoma Charter Schools Act to sponsor charter schools, then any personal property purchased with state or

local funds by the Charter School may be retained by the Charter School for use in operation of the Charter School until termination of the new charter or failure of the Charter School to continue operations, at which time all such personal property shall be retained by the Sponsor. On or before January 1 of each year, the Board shall provide to the Sponsor a full, detailed and complete inventory of all real and personal property that it has purchased with state or local funds.

Upon termination of this Contract for any reason or if the Charter School should cease operations or otherwise dissolve, then, any assets **not purchased with state or local funds** that are owned by the Charter School, including tangible, intangible, and real property, remaining after paying the Charter School's debts and obligations and not requiring return or transfer to donors or grantors, or other disposition in accordance with state law, shall be donated to another educational institution or institutions of Charter School's choosing or remain in Charter School's possession should Charter School enter into a charter contract with another sponsor.

## 19. **INSURANCE AND LEGAL LIABILITIES**

- a. Insurance. The Board will provide insurance as set forth in the Application. Upon request, the Board will provide the District with certificates of insurance evidencing public liability insurance equal to or greater than the limits of liability set forth in the Oklahoma Governmental Tort Claims Act, and the Charter School will maintain sufficient property and casualty insurance to cover the value of all property in the possession of the Charter School, which was purchased with public funds. Upon request, the Board shall provide the District with certificates of insurance evidencing such coverage.
- b. Risk Management. The Board will keep and maintain records of all pending or threatened claims or charges. Charter School shall cooperate fully with the District in the defense of any claims asserted against the District, its board members, agents or employees arising from or related to the operation of the Charter School.
- c. No Authority to Bind. Neither Party may extend the faith and credit of the other to any third person or entity. Neither Party may contractually bind the other to any third party. Both Parties acknowledge the applicable provisions of Article X, § 26 of the Oklahoma Constitution. The District has no financial obligation to the Charter School beyond the current fiscal year except to pass through any funding authorized by law.

- d. Assumption of Liability. The District and the Charter School acknowledge and agree that neither Party has agreed to assume any liability of the other Party as a result of this Contract and that neither Party has agreed to indemnify or hold the other Party harmless with regard to any loss or damage arising out of this Contract or the operation of the Charter School except as expressly provided in this Contract or any other written agreement executed between the Parties. The Board assumes all liability imposed on it by law. The District and the Charter School acknowledge and agree that any and all decisions regarding the operation and management of the Charter School made by the governing board are separate from the District, and the Charter School is solely responsible for the liability resulting from those decisions.

**20. NOTICE**

Any notice required or permitted under this Contract will be in writing and will be effective upon personal delivery or three days after mailing when sent by certified mail, postage prepaid, addressed as follows:

**For the Charter School:**

With copy to legal counsel:

**For the District:**

With copy to legal counsel:

**21. GENERAL**

- a. Merger. This Contract contains all terms, conditions, and understandings of the Parties relating to its subject matter. All prior representations, understandings, and discussions are merged herein and superseded by this Contract.
- b. Amendments. No amendment to this Contract will be valid unless ratified in writing by the District and the Board and executed by authorized representatives of the Parties.
- c. Governing Law and Enforceability. This Contract will be governed and construed according to the Oklahoma State Constitution and the State Laws of Oklahoma. If

any provision of this Contract or any application of this Contract to the Charter School is found contrary to law, such provision or application will have effect only to the extent permitted by law. The Parties shall, upon the request of either party, negotiate in good faith to adopt any necessary or appropriate replacement provision.

- d. No Waiver. The Parties agree that no assent, express or implied, to any breach by either party of any one or more of the provisions of this Contract shall constitute a waiver of any other breach.
- e.
- f. No Third-Party Beneficiary. This Contract shall not create any rights in any third parties who have not entered into this Contract, nor shall any third party be entitled to enforce any rights or obligations that may be possessed by either party to this Contract.
- g. Force Majeure. Neither Party shall be in breach of this Contract if the performance of any part or all of this Contract is prevented, delayed, hindered, or otherwise made impracticable or impossible because of strike, flood, tornado, hurricane, riot, explosion, war, act of God, sabotage, accident, or any other casualty or cause beyond either Party's control and that cannot be overcome by reasonable diligence and without unusual expense.
- h. Non-Assignment. Neither party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the party under this Contract unless the other party agrees in writing to any such assignment, which said agreement will not be unreasonably withheld.
- i. Exemption. The Parties recognize that charter schools are exempt from certain laws, regulations and rules and agree that this Contract shall not nor is intended to waive, override, preempt or otherwise negate any such exemptions.

[SIGNATURE PAGES FOLLOW]

Dated this \_\_\_ day of \_\_\_\_\_, 20 \_\_.

**INDEPENDENT SCHOOL DISTRICT,  
OKLAHOMA**

By:  
Board President

**CERTIFICATE**

The undersigned Clerk of the District's Board of Education certifies that this contract was approved by the Board of Education at its meeting held on \_\_\_\_\_, 20 \_\_.

By:  
\_\_\_\_\_, Clerk

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

**BOARD OF DIRECTORS OF CHARTER  
SCHOOL, INC.**

By:

Board President

**CERTIFICATE**

The undersigned Secretary of Board of Directors of Charter School, Inc. certifies that this contract was adopted by the School's Board of Directors at its meeting held on \_\_\_\_\_, 20\_\_.

By:

Secretary

## APPENDIX A

### Oklahoma Charter School - Template

#### Performance Framework

Academic Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
1.1—Overall Absolute Achievement		
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?		
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?		
1.2—Overall Growth		
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?		
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?		
1.3—Subgroup Absolute Achievement		
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? <i>(Note: All subgroups will be evaluated separately)</i>		
1.4—Subgroup Growth		
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>		
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i>		
1.5—Postsecondary Readiness		
1.5.1—Assessment Participation		
1.5.2—Assessment Performance		
1.6—Graduation Rate		

# Oklahoma Charter School - Template

## Performance Framework

<b>1.0—Academic Performance Framework</b>	
<b>1.1—Overall Absolute Achievement</b>	
<p>1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ More than 40% of FAY students score below proficient on OSTP</li></ul></li></ul>	<p>1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b>?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ More than 40% of FAY students score below proficient on OSTP</li></ul></li></ul>
<b>1.2—Overall Growth</b>	
<p>1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li></ul></li></ul>	<p>1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?</p> <ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li></ul></li></ul>

# Oklahoma Charter School - Template

## Performance Framework

1.3—Subgroup Absolute Achievement	
<p>1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b>? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>	<p>1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b>? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 60% of FAY students score proficient or advanced on OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ More than 40% of FAY students score below proficient on OSTP</li> </ul> </li> </ul>
1.4—Subgroup Growth	
<p>1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>	<p>1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 50% of FAY students who scored below Proficient in the previous year increased their score enough to reach the next quadrant as measured by the OSTP</li> </ul> </li> </ul>

## Oklahoma Charter School - Template

### *Performance Framework*

<b>1.5—Postsecondary Readiness</b>	
<p>1.5.1—Assessment Participation</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ At least 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT, or ASVAB at least once.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Less than 70% of FAY students in the 11<sup>th</sup> and 12<sup>th</sup> grade will have taken the ACT, SAT, PSAT or ASVAB at least once.</li> </ul> </li> </ul>	<p>1.5.2—Assessment Performance</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT, and ASVAB scores of students at the school is equal to or greater than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The most recent year’s average ACT, SAT, PSAT and ASVAB score of students at the school is less than the most recent average scores recorded for the State of Oklahoma.</li> </ul> </li> </ul>
<b>1.6—Graduation Rate</b>	
<p>1.6—Graduation Rate</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is equal to or greater than the state’s average high school graduation rate.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The high school graduation rate of the school, as it is measured by the State Department of Education, is less than the state’s average high school graduation rate.</li> </ul> </li> </ul>	

## Oklahoma Charter School - Template *Performance Framework*

Academic Performance Framework Scoring		
Criteria	Points Available	Points Earned
1.1.1—Are students achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ?	2	
1.1.2—Are students achieving proficiency on statewide assessments in <b>Math</b> ?	2	
1.2.1—Are students improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP?	1	
1.2.2—Are students improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP?	1	
1.3.1—Are students in all subgroups achieving proficiency on statewide assessments in <b>Reading/English Language Arts</b> ? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.3.2—Are students in all subgroups achieving proficiency on statewide assessments in <b>Math</b> ? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.4.1—Are students in all subgroups improving academically in <b>Reading/English Language Arts</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.4.2—Are students in all subgroups improving academically in <b>Math</b> from one year to the next as measured by scores recorded on the OSTP? <i>(Note: All subgroups will be evaluated separately)*</i>	1	
1.5.1—Postsecondary Readiness Participation	1	
1.5.2—Postsecondary Readiness Performance	2	
1.6—Graduation Rate	2	
<b>Total</b>	<b>15</b>	

<b>Academic Performance Score</b>	
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

*\*Note: The Oklahoma State Department of Education disaggregates to the following subgroups: Hispanic, American Indian, Asian, Black, Hawaiian or Pacific Islander, White, Two or More Races, Students with Learning Disabilities, Student with Limited English Proficiency, and Students with Migrant Status.*

## Oklahoma Charter School - Template

### Financial Performance Framework Checklist

Financial Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
2.1—Audit Findings		
2.1.1—Did the most recent audit have any findings?		
2.1.2—Did any of the school’s audits over the term of the contract have any findings?		
2.2—Cash Flow		
2.3—Debt to Asset Ratio <i>(Total Liabilities divided by Total Assets)</i>		
2.4—Timely Reporting, Financial		
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the Oklahoma State Department of Education?		
2.4.2—Did the school meet all the financial reporting deadlines, as required by the Oklahoma State Department of Education, over the term of the charter contract?		

# Oklahoma Charter School - Template

## Financial Performance Framework

2.0—Financial Performance Framework	
2.1—Audit Findings	
<p>2.1.1—Did the most recent audit have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on the school’s most recent independent financial audit.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on the school’s most recent independent financial audit.</li> </ul> </li> </ul>	<p>2.1.2—Did any of the school’s audits over the term of the contract have any findings?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings of significant deficiencies, material noncompliance or known fraud on any independent financial audits over the term of the charter contract.</li> </ul> </li> </ul>
2.2—Cash Flow	2.3—Debt to Asset Ratio
<p>2.2—Cash Flow</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is positive and cash flow is positive for each year, OR</li> <li>✓ Three-year cumulative cash flow for the school is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Three-year cumulative cash flow for the school is negative</li> </ul> </li> </ul>	<p>2.3—Debt to Asset Ratio <i>(Total Liabilities divided by Total Assets)</i></p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is less than 0.9</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Debt to Asset Ratio is greater than 0.9</li> </ul> </li> </ul>

## Oklahoma Charter School - Template

### *Financial Performance Framework*

2.4—Timely Reporting, Financial	
<p>2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>

Financial Performance Framework Scoring		
Criteria	Points Available	Points Earned
2.1.1—Did the most recent audit have any findings?	3	
2.1.2—Did two of the school’s last three audits have any findings?	2	
2.2—Cash Flow ( <i>Three-year cumulative cash flow is positive</i> )	2	
2.3—Debt to Asset Ratio ( <i>Total Liabilities divided by Total Assets</i> )	1	
2.4.1—Did the school meet all the financial reporting deadlines over the most recent year, as required by the State Department of Education?	1	
2.4.2—Did the school meet all the financial reporting deadlines, as required by the State Department of Education, over the term of the charter contract?	1	
<b>Total</b>	<b>10</b>	

Financial Performance Score
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$

# Oklahoma Charter School - Template

## Organizational Performance Framework Checklist

Organizational Performance Framework—Checklist	Meets Standard	Does Not Meet Standard
3.1—Attendance Rate		
3.2—Recurrent Enrollment		
3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i>		
3.2.2—Recurrent Enrollment Average		
3.3—Open Meeting Act & Open Record Act Compliance		
3.4—Accreditation		
3.4.1—Accreditation ( <i>Most Recent</i> )		
3.4.2—Accreditation ( <i>Contract Term</i> )		
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma Statute and by the Oklahoma State Department of Education?		
3.6—Timely Reporting, Accreditation		
3.6.1—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on the most recent Accreditation Report?		
3.6.2—Did the school meet all the reporting deadlines, as required by the Oklahoma State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?		
3.7—Timely Reporting, Sponsor Governing School Board		
3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?		
3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?		
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?		

# Oklahoma Charter School - Template

## Organizational Performance Framework

3.0—Organizational Performance Framework	
3.1—Attendance	
3.1—Attendance Rate	
<ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is equal to or greater than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ The average attendance rate, as defined by the school’s governing board, over the term of the charter contract is less than the state average for attendance as reported by the State Department of Education during the same timeframe as the charter contract.</li></ul></li></ul>	
3.2—Recurrent Enrollment	
3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i>	3.2.2—Recurrent Enrollment Average
<ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The recurrent enrollment for this year is equal to or greater than 75%.</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ The recurrent enrollment for this year is less than 75%.</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ <b>Meets Standard</b><ul style="list-style-type: none"><li>✓ The cumulative average recurrent enrollment is equal to or greater than 75% over the term of the charter contract.</li></ul></li><li>○ <b>Does Not Meet Standard</b><ul style="list-style-type: none"><li>✓ The cumulative average recurrent enrollment is less than 75% over the term of the charter contract.</li></ul></li></ul>

## Oklahoma Charter School - Template *Organizational Performance Framework*

<b>3.3—Open Meetings &amp; Open Records Compliance</b>	
<p>3.3—Open Meetings &amp; Open Records Compliance</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school consistently complies with requirements in the Open Meetings &amp; Open Records Acts.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The board of governance for the school inconsistently complies with requirements in Open Meetings &amp; Open Records Acts.</li> </ul> </li> </ul>	
<b>3.4—Accreditation</b>	
<p>3.4.1—Accreditation (<i>Most Recent</i>)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on the school’s most recent Accreditation Report.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings on the school’s most recent Accreditation Report.</li> </ul> </li> </ul>	<p>3.4.2—Accreditation (<i>Contract Term</i>)</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ There were no findings on any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ There were one or more findings any of the Accreditation Reports over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.5—Website</b>	
<p>3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ The school has consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ The school has not consistently met all requirements for school website(s) as described in Oklahoma statute and by the State Department of Education.</li> </ul> </li> </ul>	

## Oklahoma Charter School - Template Organizational Performance Framework

<b>3.6—Timely Reporting, Accreditation</b>	
<p>3.6.1—Did the school meet all the reporting deadlines, as required by the State Department of Education, on the most recent Accreditation Report?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.6.2—Did the school meet all the reporting deadlines, as required by the State Department of Education, on any of the Accreditation Reports filed over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time over the term of the charter contract.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time over the term of the charter contract.</li> </ul> </li> </ul>
<b>3.7—Timely Reporting, Sponsor Governing School Board</b>	
<p>3.7.1—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, during the most recent year?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on time.</li> </ul> </li> </ul>	<p>3.7.2—Did the school meet all the reporting deadlines, as required by the Sponsor Governing School Board, over the term of the charter contract?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ All reports were filed on time.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ One or more reports were not filed on.</li> </ul> </li> </ul>
<b>3.8—Organizational Support Structures</b>	
<p>3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?</p> <ul style="list-style-type: none"> <li>○ <b>Meets Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> <li>○ <b>Does Not Meet Standard</b> <ul style="list-style-type: none"> <li>✓ Students and families do not have access to support structures 24 hours per day and seven (7) days per week.</li> </ul> </li> </ul>	

## Oklahoma Charter School - Template *Organizational Performance Framework*

Organizational Performance Framework Score		
Criteria	Points Available	Points Earned
3.1—Attendance Rate	2	
3.2.1—Recurrent Enrollment <i>(The number of students enrolled on October 1 divided by the number of students enrolled on the last day of the prior school year times 100)</i>	3	
3.2.2—Recurrent Enrollment Average	3	
3.3—Open Meetings & Open Records Compliance	1	
3.4.1—Accreditation ( <i>Most Recent</i> )	2	
3.4.2—Accreditation ( <i>Contract Term</i> )	2	
3.5—Does the school website meet the standards for transparency and documentation as described by Oklahoma statute and by the State Department of Education?	1	
3.6.1—Did the school meet all the reporting deadlines on the most recent Accreditation Report as required by the State Department of Education?	1	
3.6.2—Did the school meet all the reporting deadlines on at least two of the last three Accreditation Reports as required by the State Department of Education?	1	
3.7.1—Did the school meet all the reporting deadlines during the most recent year as required by the Sponsor Governing School Board?	1	
3.7.2—Did the school meet all the reporting deadlines in at least two of the last three years as required by the Sponsor Governing School Board?	1	
3.8—Does the school provide support structures for students and families that are accessible 24 hours per day and seven (7) days per week (e.g. online tutoring, mentoring, and technical support)?	2	
<b>Total</b>	<b>20</b>	

<b>Organizational Performance Score</b>	
$[(\text{Points Earned})/(\text{Points Available})]*100 = \text{Score}$	

# Oklahoma Charter School - Template

## Performance Framework Index

Performance Framework Index				
Performance Framework	Calculation	Score	Weight	Index
Academic (A)	$(Score) * (Weight) = (A)$		0.5	
Financial (F)	$(Score) * (Weight) = (F)$		0.25	
Organizational (O)	$(Score) * (Weight) = (O)$		0.25	
Performance Framework Index (PFI)	$[(A) + (F) + (O)] * 100 = PFI$		1.0	

There was a problem attaching a file(s).

The file was missing in the application package  
submitted through Grants.Gov



# OKLAHOMA

STATE BOARD of EDUCATION

## Resolution

*Whereas, the Oklahoma State Board of Education deems it in the best interests of the Board and the schoolchildren of the State of Oklahoma that the following actions be taken pursuant to this Resolution;*

*Whereas, the State Department of Education, under the leadership and direction of State Superintendent of Public Instruction Joy Hofmeister, implements Oklahoma statutes regarding public schools in Oklahoma;*

*Whereas, the Oklahoma Charter Schools Act defines charter school sponsors and the powers and duties of charter school sponsors. See 70 O.S. §3-134;*

*Whereas, the Oklahoma Charter Schools Act (the "Act") requires charter sponsors to adopt policies and practices consistent with recognized principles and standards for quality charter authorizing as established by the State Department of Education in all major areas of authorizing responsibility, including organizational capacity and infrastructure, soliciting and evaluating charter applications, performance contracting, ongoing charter school oversight and evaluation and charter renewal decision-making. See 70 O.S. §3-134 (k);*

*Whereas, the Oklahoma State Department of Education, in order to comply with the Act and to ensure charter school sponsors comply therewith, has established three (3) principles and five (5) standards for quality charter school authorizing;*

*Whereas, the three principles for quality charter school authorizing established by the Oklahoma State Department of Education affirm that charter school sponsors shall (1) maintain high standards for charter schools, (2) uphold charter school autonomy and (3) protect student and public interests; and,*

*Whereas, the five standards for quality charter school authorizing established by the Oklahoma State Department of Education affirm that charter school sponsors shall (1) engage in chartering as a means to foster high-quality public schools that meet identified needs, clearly prioritize a commitment to excellence in education and in authorizing practices, and create organizational structures and commit human and financial resources necessary to conduct its authorizing duties effectively and efficiently; (2) implement a comprehensive application process that includes clear application questions and guidance; follow fair, transparent procedures and rigorous criteria; and grant charters only to applicants who demonstrate strong capacity to establish and operate a high-quality public charter school; (3) execute contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms; (4) conduct contract oversight that competently evaluates performance and monitors compliance; ensure schools' legally entitled autonomy; protect student rights; inform intervention, revocation, and renewal decisions; and provide annual public reports on school performance; and (5) design and implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.*

**Now, therefore, be it resolved,** *that the undersigned, being all of the Members of the Oklahoma State Board of Education, fully recognize and declare the three (3) principles and five (5) standards for charter school sponsors as cited in this resolution are the Oklahoma Principles and Standards for Quality Charter School Authorizing as established by the Oklahoma State Department of Education.*

*Approved and Authorized this \_\_\_\_\_ day of January, 2017.*

JOY HOFMEISTER  
STATE SUPERINTENDENT of PUBLIC INSTRUCTION  
BOARD CHAIR

LEE BAXTER  
MEMBER

BILL FLANAGAN  
MEMBER

CATHY FRANKS  
MEMBER

DAN KEATING  
MEMBER

BILL PRICE  
MEMBER

BOB ROSS  
MEMBER

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

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Expanding Opportunity through Quality Charter Schools Program (CSP)  
Budget Narrative 2017-2021

Project Year 1 (October 1, 2017 – September 30, 2018)



- This amount reflects the salaries of the Technical assistance team consisting of two (2) fully funded positions (Grant Director and Grant Specialist) which will be hired by the Oklahoma Public School Resource Center (OPSRC) and will serve as the dissemination leader in the State for identifying and disseminating information and research about best practices in successful charter schools.



- This amount is calculated at 35% of salaries to include all mandatory withholding as required by law and withholding to participate in OPSRC sponsored benefit plans.

Travel: \$11,500

- One (1) attendee at the Charter School Program Directors' meeting in Washington, DC (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Public Charter Schools annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Charter School Authorizers annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).

- Statewide ground travel for two (2) team members to sub-grantee school sites based on the current GSA mileage reimbursement rate. (\$4,000)

Equipment: \$5,000

- This amount includes the purchase of two (2) laptop computers (estimated cost of \$1,500 per laptop) and software for sub-grantee grant tracking (\$1,000).
- One (1) desktop printer (\$500).
- One (1) portable projector for sub-grantee workshops and presentations (\$500).

Supplies: \$3,350

- General office supplies for two (2) full-time team members, postage, printing and copying of materials.

Contractual: [REDACTED]

- National Charter School Institute's (NCSI) web-based performance management system software, Epicenter, specifically designed to provide oversight and accountability for charter schools and help authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter schools (\$9,500: \$1,900 per school based on five (5) sub-grantees in the first planning year).
- National Association Charter School Authorizers (NACSA) provides oversight and guidance on authorizer practices to state-wide charter school authorizers (\$20,000).

Construction: None

Other: [REDACTED] 0

- Planning sub-grants for up to five (5) new sub-grants (\$150,000 planning grant per sub-grant award).

Indirect Costs: [REDACTED]

- 10% of total direct costs based on the temporary rate of 10% of budgeted salaries.

Project Year 2 (October 1, 2018 – September 30, 2019)

Total: \$3,262,520

Personnel: [REDACTED]

- This amount reflects the salaries of the Technical assistance team consisting of two (2) fully funded positions (Grant Director and Grant Specialist) with OPSRC, assuming [REDACTED] salary increase for the proposed positions and will serve as the dissemination leader in the State for identifying and and disseminating information and research about best practices in successful charter schools.

Fringe Benefits: [REDACTED]

- This amount is calculated at [REDACTED] of salaries to include all mandatory withholding as required by law and withholding to participate in OPSRC sponsored benefit plans.

Travel: \$11,500

- One (1) attendee at the Charter School Program Directors' meeting in Washington, DC (\$2,500: includes air, ground transportation, hotel and per diem).

- One (1) attendee at the National Association of Public Charter Schools annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Charter School Authorizers annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- Statewide ground travel for two (2) team members to sub-grantee school sites based on the current GSA mileage reimbursement rate. (\$4,000)

Equipment: None

Supplies: \$3,350

- General office supplies for two (2) full-time team members, postage, printing and copying of materials.



- National Charter School Institute's (NCSI) web-based performance management system software, Epicenter, specifically designed to provide oversight and accountability for charter schools and help authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter schools (\$19,000: \$1,900 per school based on ten (10) sub-grantees – five (5) in the first planning year and five (5) in the implementation year).
- National Association Charter School Authorizers (NACSA) provides oversight and guidance on authorizer practices to state-wide charter school authorizers (\$20,000).

Construction: None

Other: \$3,000,000

- Planning sub-grants for up to five (5) new sub-grants (\$150,000 planning grant per sub-grantee award).
- Implementation sub-grants for up to five (5) sub-grantees that have completed the initial planning year (\$450,000 implementation grant per sub-grantee award).

[REDACTED]

- 10% of total direct costs based on the temporary rate of 10% of budgeted salaries.

Project Year 3 (October 1, 2019 – September 30, 2020)

[REDACTED]

[REDACTED]

- This amount reflects the salaries of the technical assistance team consisting of three (3) fully funded positions (Grant Director, Grant Specialist and Grant Coordinator) with OPSRC, assuming a [REDACTED] salary increase for the proposed positions and will serve as the dissemination leader in the State for identifying and and disseminating information and research about best practices in successful charter schools.

Fringe Benefits: [REDACTED]

- This amount is calculated at 35% of salaries to include all mandatory withholding as required by law and withholding to participate in OPSRC sponsored benefit plans.

Travel: \$12,500

- One (1) attendee at the Charter School Program Directors' meeting in Washington, DC (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Public Charter Schools annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Charter School Authorizers annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- Statewide ground travel for three (3) team members to sub-grantee school sites based on the current GSA mileage reimbursement rate. (\$5,000)

Equipment: \$2,000

- Purchase of laptop with the addition of third team member, CSP Grant Technical Assistant Coordinator and applicable software.

Supplies: \$3,350

- General office supplies for three (3) full-time team members, postage, printing and copying of materials.

Contractual: \$39,000

- National Charter School Institute's (NCSI) web-based performance management system software, Epicenter, specifically designed to provide oversight and accountability for charter schools and help authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter

schools (\$19,000: \$1,900 per school based on ten (10) sub-grantees – five (5) in the first planning year and five (5) in the implementation year).

- National Association Charter School Authorizers (NACSA) provides oversight and guidance on authorizer practices to state-wide charter school authorizers (\$20,000).

Construction: None

Other: \$3,000,000

- Planning sub-grants for up to five (5) new sub-grants (\$150,000 planning grant per sub-grantee award).
- Implementation sub-grants for up to five (5) sub-grantees that have completed the initial planning year (\$450,000 implementation grant per sub-grantee award).

Indirect Costs: [REDACTED]

- 10% of total direct costs based on the temporary rate of 10% of budgeted salaries.

Project Year 4 (October 1, 2020 – September 30, 2021)

Total: \$ [REDACTED]

Personnel: [REDACTED]

- This amount reflects the salaries of the technical assistance team consisting of three (3) fully funded positions (Grant Director, Grant Specialist and Grant Coordinator) with OPSRC, assuming a [REDACTED] salary increase for the proposed positions and will serve as the dissemination leader in the State for identifying and disseminating information and research about best practices in successful charter schools.

Fringe Benefits: [REDACTED]

- This amount is calculated at [REDACTED] of salaries to include all mandatory withholding as required by law and withholding to participate in OPSRC sponsored benefit plans.

Travel: \$12,500

- One (1) attendee at the Charter School Program Directors' meeting in Washington, DC (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Public Charter Schools annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Charter School Authorizers annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- Statewide ground travel for three (3) team members to sub-grantee school sites based on the current GSA mileage reimbursement rate. (\$5,000)

Equipment: \$1,000

- This amount includes the upgrade of two (2) laptop computers purchased at the beginning of the grant (\$500 per computer).

Supplies: \$3,350

- General office supplies for three (3) full-time staff, postage, printing and copying of materials.

Contractual: \$39,000

- National Charter School Institute’s (NCSI) web-based performance management system software, Epicenter, specifically designed to provide oversight and accountability for charter schools and help authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter schools (\$19,000: \$1,900 per school based on ten (10) sub-grantees – five (5) in the first planning year and five (5) in the implementation year).
- National Association Charter School Authorizers (NACSA) provides oversight and guidance on authorizer practices to state-wide charter school authorizers (\$20,000).

Construction: None

Other: \$3,000,000

- Planning sub-grants for up to five (5) new sub-grants (\$150,000 planning grant per sub-grantee award).
- Implementation sub-grants for up to five (5) sub-grantees that have completed the initial planning year (\$450,000 implementation grant per sub-grantee award).

Indirect Costs: [REDACTED]

- [REDACTED] of total direct costs based on the temporary rate of 10% of budgeted salaries.

Project Year 5 (October 1, 2021 – September 30, 2022)

Total: [REDACTED]

Personnel: [REDACTED]

- This amount reflects the salaries of the technical assistance team consisting of three (3) fully funded positions (Grant Director, Grant Specialist and Grant Coordinator) with OPSRC, assuming a [REDACTED] salary increase for the proposed positions and will serve as the dissemination leader in the State for identifying and disseminating information and research about best practices in successful charter schools.

Fringe Benefits: [REDACTED]

- This amount is calculated at [REDACTED] of salaries to include all mandatory withholding as required by law and withholding to participate in OPSRC sponsored benefit plans.

Travel: \$12,500

- One (1) attendee at the Charter School Program Directors' meeting in Washington, DC (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Public Charter Schools annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- One (1) attendee at the National Association of Charter School Authorizers annual conference which location varies annually (\$2,500: includes air, ground transportation, hotel and per diem).
- Statewide ground travel for three (3) team members to sub-grantee school sites based on the current GSA mileage reimbursement rate. (\$5,000)

Equipment: None

Supplies: \$3,350

- General office supplies for three (3) full-time staff, postage, printing and copying of materials.

Contractual: \$48,500

- National Charter School Institute's (NCSI) web-based performance management system software, Epicenter, specifically designed to provide oversight and accountability for charter schools and help authorizers manage communications and exchange of information and documentation necessary to meet legal, contractual, and regulatory reporting requirements for charter schools (\$28,500: \$1,900 per school based on five (5) implementation schools from Year 4; and five (5) planning schools from Year 5 and their (five) implementation rolling into the next year).
- National Association Charter School Authorizers (NACSA) provides oversight and guidance on authorizer practices to state-wide charter school authorizers (\$20,000).

Construction: None

Other: \$5,250,000

- Implementation sub-grants for up to five (5) sub-grantees that have completed the initial planning year (Year 4 - \$450,000 implementation grant per sub-grantee award).
- Planning sub-grants for up to five (5) new sub-grants (Year 5 - \$150,000 planning grant per sub-grantee award).

- Implementation sub-grants for up to five (5) sub-grantees that have completed the initial planning year (Year 5 - \$450,000 implementation grant per sub-grantee award which will roll into the following year.)

Indirect [REDACTED]

- 10% of total direct costs based on the temporary rate of 10% of budgeted salaries.

Year 1	Year 2	Year3	Year 4	Year 5
(1-5) 5 planning at \$150K	(1-5) 5 implement at \$450K	(6-10) 5 implement at \$450K	(11-15) 5 implement at \$450K	(16-20) 5 implement at \$450K
	(6-10) 5 planning at \$150K	(11-15) 5 planning at \$150K	(16-20) 5 planning at \$150K	(21-25) 5 planning at \$150K
				(21-25) 5 implement at \$450K
\$ 750,000	\$ 2,250,000	\$ 2,250,000	\$ 2,250,000	\$ 4,500,000
	\$ 750,000	\$ 750,000	\$ 750,000	\$ 750,000
\$ 750,000	\$ 3,000,000	\$ 3,000,000	\$ 3,000,000	\$ 5,250,000

Total funds [REDACTED]

New charter schools: 25

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1	<b>Pre-Opening/Start-Up</b>	In Progress?	Completed?	<b>Tracking Monthly Task Key</b>												
2				Focus Month for Task												
3				Working on Task												
4				Month Task Should Be Completed												
5	<b>Heading Key</b>			July 2017	August 2017	September 2017	October 2017	November 2017	December 2017	January 2018	February 2018	March 2018	April 2018	May 2018	June 2018	July 2018
6	<b>Main Category</b>															
7	<b>Sub-category</b>															
8	<b>Project</b>															
9	<b>Task</b>															
10	<b>Leadership</b>															
11	<b>Governance</b>															
12	<b>Board Expansion</b>															
13	Execute Contract with SBE and request school code															
14	SBE appoint one member															
15	Create Onboarding process															
16	<b>Governance Strategy</b>															
17	Define relationship of Board and Head of School															
18	Define intra- board communication methods															
19	Define decision-making processes															
20	Approve policies															
21	Arrange Board liability insurance															
22	Determine dashboards															
23	Develop Board Calendar/Monthly Meetings															
24	<b>Board Structure</b>															
25	Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agreed upon by board.															
26	Create job description for individual board members.															
27	Create job description for each of the officers.															
28	Adopt officer job descriptions as policy.															
29	Create job description for each committee chair and each committee.															
30	Adopt committee chair and committee descriptions as policy.															
31	Create written document that defines relationship between school leader and board.															
32	<b>Board Meetings</b>															
33	Pick set day and time to hold monthly meetings. Print schedule. Follow postings for Open Meeting Law.															
34	Develop agenda format															
35	Develop consistent format for board meeting packets (that go out 2 wks. prior to board meetings).															
36	Develop checklist that board member could use to evaluate each board meeting. Conduct quick debrief using checklist at end of each meeting.															
37	Start creating formal meeting minutes. Minutes are legally binding - retain outside counsel to review initial drafts															
38	Create mechanisms to keep track of attendance at all committee meetings and board meetings.															
39	Develop board calendar and start to list critical tasks that need to happen at each board meeting.															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
40	Trainings in Open Meetings and Open Records			■	■	■										
41	Create mechanism (binder) for keeping track of all official policies.			■												
42	<b>Head of School</b>															
43	Determine performance benchmarks/measures for school leader			■	■	■	■	■								
44	Create a clear process for evaluating the school leader			■	■	■	■	■								
45	Hire school leader			■												
46	<b>Development</b>															
47	Establish 501c3			■												
48	Develop Strategy			■												
49	Create Fundraising Idea list			■												
50	Create Grant List			■												
51	Write and disseminate proposals to nat'l and local foundations and govt sources (due dates are varied)			■	■	■	■	■								
52	Plan / host series of events for securing donations			■	■	■	■	■								
53	<b>Community Development</b>															
54	Identify community partnership opportunities (continuous)			■												
55	Meet with potential partner organizations			■												
56	Newsletter (monthly)			■												
57	Work with a graphic designer to create website			■												
58	Set up website			■												
59	<b>Outreach</b>															
60	Community event Calendar			■	■											
61	Information Sessions Scheduled			■												
62	Design Marketing Packet			■												
63	Print Marketing Packets			■												
64	Other Promotional Materials			■												
65	Post Info on Website			■												
66	Post Flyers in Community			■												
67	Compile Volunteer List			■												
68	Community Organizations - Awareness			■												
69	Preschools			■	■											
70	Churches			■	■											
71	Apartment Complexes			■	■											
72	Advertisements (Paper, News, Radio)			■	■	■	■	■								
73	Write Press Release			■	■											
74	Secure Translations for Materials			■	■											
75	Design Student Application			■	■	■										
76	Post Application Form on Website			■	■	■										
77	Print Application Forms			■			■									
78	Final Day for Applications			■					■							
79	<b>Lottery</b>															
80	Collect all applications			■	■	■	■	■								
81	Secure Lottery announcement			■	■	■	■	■								
82	Secure Lottery location			■	■	■	■	■								

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
83	Finalize Lottery Protocol						█	█	█							
84	Secure Lottery volunteers						█	█	█							
85	Highlight Lottery Date on website						█	█	█							
86	Post lottery date in papers						█	█	█							
87	Lottery mailings to families						█	█	█							
88	Practice Lottery protocol						█	█	█	█						
89	Conduct Lottery									█						
90	Establish Waitlist									█						
91	Notify families of enrollment status									█						
92	Send Enrollment Report									█						
93	<b>Admissions</b>															
94	Confirm Acceptances									█	█					
95	send enrollment information									█	█					
96	request student records									█	█					
97	finalize enrollment packet					█	█	█								
98	Families complete enrollment packets									█	█					
99	Collect Home Language Surveys									█	█					
100	<b>Orientation(s)</b>															
101	Plan first family orientation							█	█	█	█					
102	Contact families								█	█	█					
103	Follow-up with absentee families									█						
104	Schedule Home Visits										█	█				
105	Finalize Handbook			█	█	█	█	█	█	█	█					
106	Print Handbooks											█				
107	Schedule Final Orientation/Diagnostic Testing														█	
108	Prepare Diagnostic Testing														█	
109	Prepare for Final Orientation														█	
110	<b>Educational Program</b>															
111	Finalize student handbook/ code of conduct									█						
112	Finalize school calendar							█								
113	Finalize class configuration - classroom model									█						
114	Finalize daily schedule									█						
115	<b>Teachers</b>															
116	Finalize org chart and job descriptions			█												
117	<b>Recruiting</b>															
118	Put together a literature packet on the school with information on: 1. Teaching calendar; 2. Professional development opportunities; 3. School mission			█												
119	Create job descriptions, flyers, and ads.			█												
120	Identify potential recruitment opportunities			█												
121	Advertise in community newspapers and use database of colleges and universities to set up interviews and post opportunities on websites			█												
122	Block out days for interviews on a calendar			█												
123	Create various "form letters" including: 1. Postcard saying we received application; 2. Decline letter; 3. Memo of understanding (contract) about work agreement; 4. Salary/benefits information sheet			█												

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
124	Recruit and hire Dean of Scholar Advancement			■	■	■	■	■	■	■	■	■				
125	Recruit and hire Operations Manager			■	■	■	■	■	■	■	■	■				
126	Recruit and hire teachers (place ads, etc.)			■	■	■	■	■	■	■	■	■				
127	Recruit and hire enrichment teacher(s)			■	■	■	■	■	■	■	■	■				
128	Recruit and hire Teacher aides			■	■	■	■	■	■	■	■	■				
129	<b>Hiring</b>															
130	Design the interview process (look at models)			■												
131	Create initial hiring packet			■												
132	Set up schedules for classroom visits/coaching				■	■	■	■	■	■	■	■	■			
133	create book list/preparation tasks for new teachers			■	■											
134	<b>Development</b>															
135	Design Summer PD/Staff Orientation			■	■	■	■	■	■	■	■	■	■	■		
136	Design Weekly PD Plan for the Year			■	■	■	■	■	■	■	■	■	■	■	■	
137	Create Professional Development Outline			■	■	■	■	■	■	■	■	■	■	■	■	
138	Design weekly coaching cycle format			■	■	■	■	■	■	■	■	■	■	■	■	
139	<b>Evaluation</b>															
140	Define policies and procedures for evaluation of staff			■	■	■	■	■	■	■	■	■	■	■	■	
141	<b>Instruction</b>															
142	<b>C&amp;I/Assessment</b>															
143	Identify preliminary models for core subjects			■	■	■	■	■	■	■	■	■	■	■	■	
144	Research immersion school models and identify best practices			■	■	■	■	■	■	■	■	■	■	■	■	
145	Schedule Site visits and analyses of "best practice" charter/public schools models (ex: Tulsa Public Schools, Eisenhower)			■	■	■	■	■	■	■	■	■	■	■	■	
146	Create List/ Attend national and local educational conferences			■	■	■	■	■	■	■	■	■	■	■	■	
147	<b>Curriculum</b>															
148	Purchase materials and textbooks aligned to the Oklahoma Academic Standards							■	■	■	■	■	■	■	■	
149	Purchase standardized testing materials							■	■	■	■	■	■	■	■	
150	<b>Literacy</b>															
151	Create and finalize curriculum plans and timelines					■	■	■	■	■	■	■	■	■	■	
152	Create benchmarks aligned with state standards and curriculum frameworks					■	■	■	■	■	■	■	■	■	■	
153	Create scope and sequence					■	■	■	■	■	■	■	■	■	■	
154	<b>Writing</b>															
155	Create and finalize curriculum plans and timelines					■	■	■	■	■	■	■	■	■	■	
156	Create benchmarks aligned with state standards and curriculum frameworks					■	■	■	■	■	■	■	■	■	■	
157	Create scope and sequence					■	■	■	■	■	■	■	■	■	■	
158	<b>Math</b>															
159	Create and finalize curriculum plans and timelines					■	■	■	■	■	■	■	■	■	■	
160	Create benchmarks aligned with state standards and curriculum frameworks					■	■	■	■	■	■	■	■	■	■	
161	Create scope and sequence					■	■	■	■	■	■	■	■	■	■	
162	<b>Character Ed</b>															
163	Create and finalize curriculum plans and timelines					■	■	■	■	■	■	■	■	■	■	
164	Create benchmarks aligned with state standards and curriculum frameworks					■	■	■	■	■	■	■	■	■	■	
165	Create scope and sequence					■	■	■	■	■	■	■	■	■	■	
166	<b>Science</b>															

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167	Create and finalize curriculum plans and timelines															
168	Create benchmarks aligned with state standards and curriculum frameworks															
169	Create scope and sequence															
170	<b>Social Studies</b>															
171	Create and finalize curriculum plans and timelines															
172	Create benchmarks aligned with state standards and curriculum frameworks															
173	Create scope and sequence															
174	<b>Language Programs</b>															
175	Create and finalize curriculum plans and timelines															
176	Create benchmarks aligned with state standards and curriculum frameworks															
177	Create scope and sequence															
178	<b>Assessments</b>															
179	Define assessment strategy and timeline															
180	Create plan for baseline assessments and excel for data analysis															
181	Conduct baseline testing of all students															
182	Enter data from baseline tests															
183	<b>Benchmark Assessments</b>															
184	Contact Rep															
185	Get quotes and implementation plan															
186	Procure materials and contract															
187	Create goals and benchmarks															
188	<b>Math</b>															
189	Create EOY Assessments															
190	Create Interim Assessments															
191	Set Benchmarks															
192	<b>Writing</b>															
193	Create EOY Assessments															
194	Create Interim Assessments															
195	Set Benchmarks															
196	<b>Specialized</b>															
197	<b>SPED</b>															
198	Contact SDE Director															
199	Create Plan															
200	Internalize Fed & OK Law															
201	Identify and secure specific texts and materials															
202	Acquire student records - sped records															
203	Define service requirements for all SPED students															
204	<b>ELL</b>															
205	Contact SDE Director															
206	Create Plan															
207	Internalize OK & Fed Law															
208	Identify and secure specific texts and materials															
209	Develop a testing schedule for ACCESS															
210	Define service requirements for all ELL students															

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
211	<b>"Gifted &amp; Talented"</b>															
212	Visit with model (ex: Eisenhower) program managers															
213	Outline design for "GT" program															
214	<b>Culture</b>															
215	<b>Adult</b>															
216	Determine culture-building activities for Summer PD															
217	<b>Student</b>															
218	<b>Discipline</b>															
219	Finalize discipline policy															
220	Finalize Classroom Behavior Management System															
221	<b>Character Ed</b>															
222	Create and/or purchase curriculum															
223	<b>Orientation</b>															
224	Plan and hold student orientation															
225	<b>Environment</b>															
226	Decide on school signage															
227	Decide on classroom set up															
228	Decide on staff room signage															
229	<b>Families</b>															
230	Write family letter re: Parent Orientation															
231	Mail family letter re: Parent Orientation															
232	Translate documents and communications as needed, plan for translation services at orientation as reflected in Home Language Surveys															
233	Call all families re: Parent Orientation															
234	Prepare pre-opening Parent Orientation protocol and materials															
235	Hold pre-opening Parent Orientation															
236	<b>Finances</b>															
237	Identify check signers															
238	Identify check writers															
239	Appoint Treasurer															
240	Develop segregation of funds policy (public/private)															
241	Set up a bank accounts)															
242	Define investment/savings strategy (where will excess funds be placed)															
243	Finalize cash flow plan															
244	<b>Budget</b>															
245	Complete SDE application for allocation of federal funds to new charter schools															
246	Finalize budget															
247	<b>Service Provider</b>															
248	Establish payroll															
249	Develop schedule of Board financial reviews															
250	Develop chart of accounts to track income, expenses, assets, liabilities, cash flows															
251	contract with provider															
252	Negotiate and sign agreements for contracted services															

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253	set up summer training and start date															
254	<b>Policies</b>															
255	Codify the fiscal controls and financial policies the school will employ to track daily operational finances															
256	Define signature policies															
257	Develop financial reporting templates (budget vs. actual) and policy															
258	Design process forms (purchase orders, expense forms) & policy															
259	<b>Operations</b>															
260	<b>School Operations</b>															
261	Create filing system															
262	Develop database for student reporting (e.g. bi-weekly progress reports)															
263	Develop student attendance reporting system															
264	Hire janitorial services (TBD on facility options)															
265	Develop filing system to store student academic, disciplinary & health records															
266	Line up electrician, plumber, & handyman (TBD)															
267	<b>Communication</b>															
268	Set up nonprofit mailing status with Post Office															
269	Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)															
270	Define procedure for visitors entering building															
271	Develop forms necessary to track and monitor visitors															
272	Select provider for Internet access (DSL, cable) (TBD on facilities)															
273	Set up Intranet (so all computers are linked)															
274	Define how staff will communicate (email, walkie talkie, phones)															
275	Set up phone systems and answering services															
276	<b>Food</b>															
277	Issue RFP * TBD															
278	Identify free/reduced lunch students															
279	Contact SDE /CMS															
280	Determine food service arrangement															
281	Select vendor and draft contract															
282	Sign contract															
283	Develop food service policies - (menu, delivery time, logistics)															
284	<b>Transportation</b>															
285	Identify the conditions for transportation															
286	Determine transportation needs															
287	Draft contract															
288	Develop transportation route and schedule															
289	<b>Technology</b>															
290	Write tech plan															
291	Determine assessment-related technology needs, including laptops and document cameras															
292	Computers for teachers															
293	Cell phones for admin															
294	<b>Reporting</b>															
295	Develop systems and structures, timelines															

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296	<b>Health and Safety</b>															
297	<b>Complete all state reporting requirements</b>															
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311	<b>Human Resources/Personell</b>															
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319	<b>Purchasing</b>															
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331	<b>Procurement</b>															
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334	<b>Uniforms</b>															
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336																
337	<b>Facilities</b>															

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338	Get real estate expert to view and evaluate site	■														
339	Negotiate lease			■												
340	Sign lease				■											
341	Secure financing				■											
342	Perform renovations															
343	Pass final inspection and receive occupancy certificate									■						
344	Hire lawyer to structure contract w/ cost, expans, extens priv	■														
345	Preliminary inspection made			■												
346	Hire contractor					■										
347	Acquisition of furniture and materials								■							
348	Prepare building infrastructure (lights, phones, IT networking)							■								
349	Obtain property insurance				■											

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1	School(s)/ Resources	Additional People	Responsibility Key			
2			1 - Responsible			
3			2 - Must Consult			
4			3 - May Consult			
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