

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 # U282A180006

Grants.gov Tracking#: GRANT12615620

OMB No. , Expiration Date:

Closing Date: Apr 20, 2018

PR/Award # U282A180006

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Assurances Non-Construction Programs (SF 424B)	e8
4. Disclosure Of Lobbying Activities (SF-LLL)	e10
5. ED GEPA427 Form	e11
<i>Attachment - 1 (1240-Assurances and Certifications - GEPA)</i>	e12
6. Grants.gov Lobbying Form	e14
7. Dept of Education Supplemental Information for SF-424	e15
8. ED Abstract Narrative Form	e16
<i>Attachment - 1 (1241-Abstract Narrative)</i>	e17
9. Project Narrative Form	e18
<i>Attachment - 1 (1243-2018 CSP Project Narrative)</i>	e19
10. Other Narrative Form	e80
<i>Attachment - 1 (1234-Appendix A - Charter School Program Assurances)</i>	e81
<i>Attachment - 2 (1235-Appendix B - Resumes)</i>	e83
<i>Attachment - 3 (1236-Appendix C - Letters of Support)</i>	e108
<i>Attachment - 4 (1237-Appendix D - Nonprofit Status)</i>	e125
<i>Attachment - 5 (1238-Appendix E - Proprietary Information)</i>	e128
<i>Attachment - 6 (1239-Appendix F - Additional Information)</i>	e130
11. Budget Narrative Form	e238
<i>Attachment - 1 (1242-2018 CSP Budget Narrative)</i>	e239

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:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

04/19/2018

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Arkansas Public School Resource Center

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

1401 W. Capitol Ave.

Street2:

Suite 315

* City:

Little Rock

County/Parish:

* State:

AR: Arkansas

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

72201-2905

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Mr.

* First Name:

Scott

Middle Name:

* Last Name:

Smith

Suffix:

Title:

Executive Director

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # U282A180006

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-030918-001

* Title:

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

13. Competition Identification Number:

84282A2018-1

Title:

Charter Schools Program Grants to State Entities

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Arkansas Public School Resource Center Application for 2018 CSP State Entities Grant as Sole Applicant for State of Arkansas

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

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

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

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:	<input type="text" value="Mr."/>	* First Name:	<input type="text" value="Scott"/>
Middle Name:	<input type="text"/>		
* Last Name:	<input type="text" value="Smith"/>		
Suffix:	<input type="text"/>		

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Arkansas Public School Resource Center

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	17,000.00	17,000.00	17,000.00	17,000.00	17,000.00	85,000.00
4. Equipment	5,000.00	0.00	1,500.00	1,500.00	1,000.00	9,000.00
5. Supplies	4,000.00	4,000.00	4,000.00	4,000.00	2,386.00	18,386.00
6. Contractual	30,000.00	28,280.00	19,858.00	12,729.00	7,500.00	98,367.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	5,200,000.00	5,200,000.00	4,800,000.00	2,900,000.00	2,900,000.00	21,000,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ☐ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
☒ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U282A180006

Name of Institution/Organization	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.
Arkansas Public School Resource Center	

**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.

Previous Edition Usable


Authorized for Local Reproduction

Standard Form 424B (Rev. 7-97)
Prescribed by OMB Circular A-102

PR/Award # U282A180006

Page e8

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Executive Director
APPLICANT ORGANIZATION Arkansas Public School Resource Center	DATE SUBMITTED 04/19/2018

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Scott Smith"/> * Street 1 <input type="text" value="1401 W. Capitol Ave."/> Street 2 <input type="text" value="Suite 315"/> * City <input type="text" value="Little Rock"/> State <input type="text" value="AR: Arkansas"/> Zip <input type="text" value="72201-2905"/> Congressional District, if known: <input type="text" value="AR-02"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
8. Federal Action Number, if known: <input type="text" value="OMB No. 1894-0006"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Scott"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Smith"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1401 W. Capitol Ave."/> Street 2 <input type="text" value="Suite 315"/> * City <input type="text" value="Little Rock"/> State <input type="text" value="AR: Arkansas"/> Zip <input type="text" value="72201-2905"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Scott"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Smith"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1401 W. Capitol Ave."/> Street 2 <input type="text" value="Suite 315"/> * City <input type="text" value="Little Rock"/> State <input type="text" value="AR: Arkansas"/> Zip <input type="text" value="72201-2905"/>		
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: <input type="text" value=""/> * Name: Prefix <input type="text" value="Mr."/> * First Name <input type="text" value="Scott"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Smith"/> Suffix <input type="text"/> Title: <input type="text" value="Executive Director"/> Telephone No.: <input type="text" value=""/> Date: <input type="text" value="04/19/2018"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # U282A180006

Page e10

NOTICE TO ALL APPLICANTS

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

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1240-Assurances and Certifications - GEPA.

Add Attachment

Delete Attachment

View Attachment

ASSURANCES AND CERTIFICATIONS – GEPA

The Arkansas Public School Resource (APSRC) will take deliberate, proactive steps to ensure equitable access to, and participation in, its federally-assisted program for students, teachers, and other beneficiaries with special needs.

As an equal opportunity employer, APSRC does not and shall not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

Based on local circumstances pertaining to the activities of this federally-assisted program, at least one potential barrier to equal access and participation may arise during the course of this project. Though the project is designed with an emphasis on expanding high quality school choices for educationally disadvantaged students, some high quality CMOs might be reluctant to expand into Arkansas' rural areas that have high concentrations of educationally disadvantaged students because of the unavailability of adequate facilities and because of the population sparseness.

However, in addition to offering ample financial incentivizes for expansion projects and new schools targeting such areas, APSRC has multiple solutions to help overcome such challenges:

- APSRC maintains an active Facilities Index that lists all available facilities in each region of the state, including the Delta and Southwest Arkansas;

- APSRC maintains close relationships with commercial realtors who have immediate access to facilities solutions around the state for prospective operators;
- The Walton Family Foundation's Building Equity Initiative creates a \$250 million pool of funds that are being used to offset charter school facilities challenges and has a special focus on Arkansas, which includes plentiful options to support expansion or new construction projects in high-poverty rural locales; and
- APSRC will facilitate ongoing conversations between existing high quality charters such as KIPP: Delta that operate in rural Arkansas and those charters seeking to establish new schools in such locations as an effort to avoid any potential pitfalls that may arise.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Arkansas Public School Resource Center

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Scott Middle Name:
* Last Name: Smith Suffix:
* Title: Executive Director

* SIGNATURE:

* DATE: 04/19/2018

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

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr .	Scott		Smith	

Address:

Street1:	1401 W. Capitol Ave.
Street2:	Suite 315
City:	Little Rock
County:	
State:	AR: Arkansas
Zip Code:	72201-2905
Country:	USA: UNITED STATES

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

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
--	----------------	-------------------	-----------------

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.]

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: 1241-Abstract Narrative.pdf

Add Attachment

Delete Attachment

View Attachment

ABSTRACT NARRATIVE

The State of Arkansas was a recipient of a federal Charter Schools Program (CSP) Grant in 2011, and in the five-year lifespan of that grant, the state added more high-quality charter schools than ever before. From 2011-12 to 2014-15, Arkansas added nineteen (19) charter schools, ten (10) of which have been designated as either Exemplary or Reward Schools, meaning that the schools ranked among the top 5% and 20% in student achievement respectively statewide. In the recent absence of CSP funding, however, charter growth has stagnated, and as a result, many of the state's educationally disadvantaged students have continued to languish.

As a largely rural state having the second lowest per capita income in the nation, Arkansas has tremendous demand for high-quality school choices that can break the multigenerational cycle of poverty encumbering our students today. To meet those needs, Arkansas is requesting [REDACTED] with an express mission to kickstart and sustain the presence of high-quality charter schools throughout Arkansas, specifically for our most educationally disadvantaged students. The project has three (3) objectives designed strategically to accomplish that mission:

1. Increase the number of high quality charter schools in Arkansas, with an emphasis on those serving economically disadvantaged students;
2. Improve student outcomes in Arkansas charter schools, especially for educationally disadvantaged students; and
3. Disseminate best practices.

The Arkansas Public School Resource Center (APSRC), as the applicant for the state, is uniquely positioned to successfully carry out the activities described herein. For more specific information on the objectives and activities of this proposal as well as APSRC's qualifications as a grantee, please see the Project Narrative that follows.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

TABLE OF CONTENTS

COMPETITIVE PREFERENCE PRIORITIES.....	1
PRIORITY 1 – ONE AUTHORIZER OTHER THAN AN LEA OR AN APPEALS PROCESS.....	1
PRIORITY 2 – EQUITABLE FINANCING.....	1
PRIORITY 3 – CHARTER SCHOOL FACILITIES.....	4
PRIORITY 4 – BEST PRACTICES TO IMPROVE STRUGGLING SCHOOLS.....	9
PRIORITY 5 – SERVING AT-RISK STUDENTS.....	13
PRIORITY 6 – BEST PRACTICES FOR AUTHORIZING.....	17
SELECTION CRITERIA.....	20
A – QUALITY OF THE DESIGN PROJECT.....	20
B – OBJECTIVES.....	26
C – QUALITY OF ELIGIBLE SUBGRANT APPLICANTS.....	33
D – STATE PLAN.....	37
E – QUALITY OF THE MANAGEMENT PLAN.....	43
F – PARENT AND COMMUNITY INVOLVEMENT.....	48
G – FLEXIBILITY.....	50
APPLICATION REQUIREMENTS.....	53

COMPETITIVE PREFERENCE PRIORITIES

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

The State of Arkansas fully meets the requirements of the first priority under both prongs. To address the first prong, Ark. Code Ann. § 6-23-701 establishes that the primary charter school authorizer for the state is the Charter Authorizing Panel, and it is not a Local Educational Agency (LEA). To address the second prong, Ark. Code Ann. § 6-23-703 provides that if the primary authorizer should deny an application, an appeals process is available under two circumstances:

1. A charter applicant or affected school district may submit in writing a request that the State Board of Education (SBE) review the final decision of the authorizer under Ark. Code Ann. § 6-23-702; or
2. Under Ark. Code Ann. § 6-23-703, the SBE may exercise its own right of review of a charter determination made by the authorizer at the next regularly scheduled SBE meeting.

Once the authorizer issues a decision on an application, that decision is included as an action item on the agenda of the next regularly scheduled SBE meeting. During that meeting, the SBE will elect to review the application or to accept the decision of the authorizer outright. When the SBE elects to review a decision either by request or upon its own motion, a hearing is conducted at a subsequent meeting during which the SBE renders a final decision. At such hearings, the SBE has the authority to overturn a decision made by the authorizer despite any objections raised by the authorizer.

Priority 2 – Equitable Financing

Arkansas also meets each element of the second priority concerning equitable financing. State law firmly stipulates that public charter schools “shall receive funds equal to the amount that a public school would receive under Ark. Code Ann. § 6-20-305(a) and (b) as well as any other funding that a public charter school is entitled to receive under law or under rules promulgated by the [SBE]” (Ark. Code Ann. 6-23-501).

Ark. Code Ann. § 6-20-2305 delineates the types of categorical funds that are available to public schools: Alternative Learning Education (ALE) funding, English Language Learners (ELL) funding, National School Lunch Act (NSL) funding based on Free and Reduced Lunch (FRL) rates, and Professional Development (PD) funding. Charter schools and traditional schools are equally eligible for categorical funding and share the same restrictions. As with base funding, categorical funds are distributed on a per-pupil basis. *Table 1* below illustrates the categorical funding amounts for the 2017-18 school year as well as the timing of disbursements:

Table 1.

State Funding Categories	2018-19 Amounts	When Payments Begin	Number of Payments
Foundation Funding		July	12
ALE		July	80% in October; remaining funds in June
ELL		December	1
PD		September	1
NSLA Funding			
90% and above FRL		August	11
89-70% above FRL		August	11
69% and below FRL		August	11

The state’s healthy funding allotments help Arkansas maintain a competitive edge regionally in terms of charter school recruitment and teacher retention. When compared to neighboring states, Arkansas ranks near the top of the list in foundational and categorical funding, and the legislature has consistently increased base funding amounts for at least the past

fifteen (15) years. In fact, since the 2004-2005 school year, Arkansas has increased its base funding by nearly \$1,800 per student.

As an indication of the legislature’s continued appreciation for and focus on equitable funding for charter schools, the General Assembly passed Act 933 in 2017, which guarantees foundation funding and student growth funding based on July 1 enrollment numbers for charters adding a new campus. This nuanced legislation is critical, because in years past, such funding has been available only for first-year charters and charters adding a grade level—not for charters adding a new campus under a state mechanism called a “license.” With the passage of this law, the state is truly ensuring not only equitable funding, but also equitable timing of funding so as not to subvert the growth of its high-performing charters by delaying funding for new campuses obtained under a license.

Beyond state funding sources, traditional school districts also have the ability to levy local property taxes to fund capital improvements, expansions, and maintenance and operation. As with most states, open-enrollment charter schools in Arkansas cannot levy local property taxes. However, the state established an alternative mechanism expressly to offset this revenue disparity. That mechanism is the Open-Enrollment Public Charter School Facilities Funding Aid Program, which provides funding on a pro rata distribution of available funding per student, based upon the open-enrollment public charter school’s previous three-quarter average daily membership (Ark. Code Ann. § 6-23-908). In the 2017-18 school year, funding was allocated in the amount of \$525 per student out of a total \$5 million appropriation. The program has proven so instrumental for renovation and new site expansion for charters in Arkansas that the legislature passed Act 243 in the 2018 Fiscal Session to increase funding for the program to \$6,500,000.

In addition to receiving equitable state foundational and categorical funding, charter schools in Arkansas have equal access to other revenue sources, such as Transportation Funding, Special Education Funding, Student Growth Funding, the Arkansas Better Chance program, the Arkansas Medicaid Administrative Claiming program, and funding for participation in various programs administered by the ADE Child Nutrition Unit. Of course, charter schools in Arkansas are also equally eligible to receive the same federal title funds available to traditional public schools.

Priority 3—Charter School Facilities

Arkansas meets and exceeds the requirements of the third priority. In October, 2013, the Arkansas Public School Resource Center (APSRC) commissioned American Institutes for Research and the National Alliance for Public Charter Schools in an effort to publish a study entitled *An Analysis of the Charter School Facility Landscape in Arkansas*. The study revealed grave disparities in the quality of school facilities between traditional public schools and charter schools throughout Arkansas. In response to the findings, a coalition of stakeholders throughout the state—including APSRC and the Arkansas Department of Education (ADE)—worked to pass key legislation improving the ability of charter schools to acquire, develop, and finance quality school facilities. Consequently, Arkansas now offers facilities funding on a per-pupil basis for charter schools, as well as assistance with facilities acquisition, a right of access to public school facilities, access to tax exempt bonds, and the right of first refusal to purchase public buildings.

a) Facilities funding;

Arkansas law provides facilities funding for charter schools under Ark. Code Ann. § 6-23-908, which establishes the Open-Enrollment Public Charter School Facilities Funding Aid Program. The corresponding law declares that “an open-enrollment charter school that meets the

criteria under subsection (c) of this section is eligible to receive funding from the program on a pro rata distribution of available funding per student, based upon the open-enrollment public charter school's previous year three-quarter average daily membership." To receive funding, the open-enrollment charter school must meet the following criteria:

1. Virtual technology is not the primary method of instruction;
2. The facility meets all health, safety, and fire codes and is compliant with the Americans with Disabilities Act as well as the Individuals with Disabilities Education Act;
3. The school is not in academic distress under Ark. Code Ann. § 6-15-428 or fiscal distress under Ark. Code Ann. § 6-20-901;
4. The school is not classified as a Category 5 School under Ark. Code Ann. § 6-15-401 and has not received a letter grade of "F" under Ark. Code Ann. § 6-15-2105; and
5. The school is not placed in probationary status by the SBE or the authorizer under Ark. Code Ann. § 6-23-105.

In the 2017-18 school year, 16 out of 22 brick-and-mortar charter schools statewide received precisely \$433.10 per student. Those who did not receive funds were ineligible due to academic underperformance. All funds were used for the lease, purchase, renovation, repair, construction, operation, and maintenance of charter school facilities. As a result, charter school students in Arkansas are already benefiting from vastly improved facility conditions and a significantly more equitable funding environment than in years past. With the Governor's commitment of an additional \$1,500,000 into the program, the conditions of charter school facilities will only improve moving forward.

In addition to the entitlements under the facilities funding program, Ark. Code Ann. § 6-23-801 provides charter schools with access to a facilities funding grant through the Open-

Enrollment Public Charter School Capital Grant Program administered by the Arkansas Division of Public School Academic Facilities and Transportation. Charter schools can also access non-interest-bearing loans through the Open-Enrollment Public Charter School Facilities Loan Fund under Ark. Code Ann. § 6-23-901. Loan funds through this program may be used for the construction, lease, or purchase of facilities; for repairs, improvements, or additions to facilities; or for credit enhancement for financing facility development projects.

b) Assistance with facilities acquisition;

All charter schools in Arkansas enjoy access to comprehensive, one-on-one assistance with facilities acquisition. Historically, APSRC has provided strategic guidance on geographic location and facilities needs for charter schools seeking to acquire or renovate facilities. Such guidance has included budget forecasting, determining zoning restrictions for prospective locales, and projecting enrollment patterns for prospective locales. APSRC packages this guidance in a document entitled *Priority Growth Regions*, which includes detailed information on each region of the state.

In addition to one-on-one counsel, APSRC has assisted charter schools with the identification of facilities by maintaining a *Charter Facilities Index* of available facilities statewide that might be suitable for school purposes, as well as details on the square footage, the condition, and the list price for each. For those needing more comprehensive guidance on facilities options, APSRC has published its facilities manual entitled *Comprehensive Charter School Facility Manual: Navigating the Acquisition, Development, and Finance of Charter School Facilities in Arkansas*.

To enhance its services, APSRC maximized its expertise in facilities acquisition by launching a dedicated facilities assistance team in October, 2015. Led by two individuals with

substantial expertise on facilities acquisition in Arkansas—the former Executive Director of the Arkansas Development Finance Authority and the former Director of the Arkansas Division of Public School Academic Facilities and Transportation—the facilities assistance team now offers technical assistance for charter schools in the areas of debt analysis, debt placement, facilities acquisition, and school finance proposals. Among other services, the team also provides technical assistance with compliance, management, and oversight of construction projects. To date, the APSRC facilities finance team has helped charter schools gain access to quality facilities via numerous financing options, including accessing New Market Tax Credits, leveraging tax-exempt bonds, and negotiating optimal lease and purchase agreements.

c) Access to public facilities;

Arkansas law guarantees charter schools a right of access to public facilities. The state passed Act 542 in the 2017 General Legislative Session, which grants charter schools a right of access to unused or underutilized public school facilities. Already, this law has been exercised by the Little Rock School District, which sold a historic but underutilized building in late 2017 so that an emerging charter network could restore the building for school use. Act 542 provides assurances of a right to access to such facilities in three (3) specific ways:

1. It gives charter schools the right to lease and use public school district facilities that are unused or underutilized at or below fair market value, with a right to appeal to a state commission if the charter school and school district cannot agree on terms;
2. It requires public school districts to identify all unused or underutilized facilities, and the state is required to annually publish a corresponding list of unused or underutilized facilities; and

3. It provides to charter schools a right of first refusal to purchase facilities being sold by school districts at or below fair market value.

Reinforcing Act 542 is the original Arkansas Charter Schools Act of 1999. Since 2007, Ark. Code Ann. § 6-23-501 has provided that charter schools have the ability to exercise a right of first refusal to purchase or lease at or below fair market value close public school district facilities. A few charters have capitalized on that option—most recently, Capital City Lighthouse Charter School purchased an unused elementary school building from the North Little Rock School District, and KIPP Delta Public Schools purchased a former school building from the Blytheville School District.

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

Charter schools in Arkansas have access to government issued, tax-exempt bonds. Though an open-enrollment charter school in Arkansas cannot levy mills from the public, the Arkansas Development Finance Authority (ADFA) serves charter schools as a government issuer offering tax-exempt bond financing for qualified charters. As a conduit issuer, ADFA allows schools access to the bond market and allows them to finance their projects at usually lower, tax-exempt rates. These issues are done both with and without credit enhancement. To date, several charter schools in Arkansas have leveraged such bonds to finance capital projects on their campuses.

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

Charter schools in Arkansas have a right of first refusal to purchase public school buildings, which has been carried over from Ark. Code Ann. § 6-23-501 to Ark. Code Ann. § 6-21-816 via Act 542. As noted under subsection (c) of this priority, Arkansas charters have used this law to their benefit.

f) Low- or no-cost leasing privileges.

As mentioned in the preceding section, Ark. Code Ann. § 6-21-816 maintains that an open-enrollment public charter school “shall have a right of first refusal to purchase or lease at or below fair market value a closed public school facility or unused portions of a public school facility located in a public school district from which it draws its students if the public school district decides to sell or lease the public school facility.”

Priority 4—Best Practices to Improve Struggling Schools and LEAs

Key stakeholders throughout Arkansas have for years engaged in a concerted effort to identify and share best practices from charter schools to improve struggling schools and LEAs, including both struggling charters and struggling traditional schools. The legislature has been a particularly key agent in the movement to share best practices, beginning with its construction of the initial charter law. Ark. Code Ann. § 6-23-102 notes that part of the legislative intent behind passing the law was to “encourage the use of different and innovative teaching methods,” which has been widely construed to mean that one purpose of charter schools in Arkansas is to serve as laboratories for innovations, which can be shared with other schools statewide.

As a continuation of the effort to share best practices, the legislature has since passed several companion laws expressly creating mechanisms for traditional schools to scale innovative solutions gleaned from charters. For example, Ark. Code Ann. 6-23-201 allows for the creation of conversion charter schools, which is a mechanism by which a traditional school district can apply for the same waivers held by open-enrollment charter schools so long as they provide a rationale in the conversion charter application identifying the innovations they intend to scale. Likewise, Act 1240 of 2015 establishes another mechanism by which traditional schools can apply directly to the SBE for such waivers so long as any student within their district

boundaries is enrolled in an open-enrollment charter school, and again, so long as they identify their planned innovations.

As the primary curator of best practices, the ADE recognizes that these two mechanisms are only effective if traditional schools are aware of such innovations. As such, since receiving its first CSP State Educational Agencies (SEA) Grant in 2011, the ADE has been an active broker of best practices between the two sectors, especially concerning possible solutions for struggling schools and LEAs.

Section 4.07 of the ADE Rules Governing Public Charter Schools requires that charters receiving dissemination grants provide the ADE Charter Unit with their best or promising practices for publication. Currently, the state website features a webpage entitled “Best or Promising Practices,” which includes links to presentation materials from each of the past dissemination grantees. Each grantee was required to widely disseminate their best or promising practices and did so in a public forum. For example, one grantee hosted its own conference to share best practices, and the state produced video recordings and a Dropbox account to document any shared practices. A consistent theme among grantees was a focus on underserved populations in Arkansas and innovative strategies that are producing results in the areas of student engagement, parent and community involvement, and college and career readiness.

For this grant application, the ADE and APSRC mutually decided that APSRC should be the state applicant, in part because of its unique ability to identify and deliver training on best practices gleaned from charters. Accordingly, APSRC intends to honor and expand on the previous success the ADE has had as the chief curator for the state by creating more opportunities for dissemination and streamlining those opportunities into a public digital portal to which all charters and traditional schools will have access. Moreover, empowered by its

extensive and dedicated membership base and its partnership with the ADE, APSRC will prominently share best practices—especially those designed for the educationally disadvantaged—at many of the hundreds of training and dissemination opportunities it already leads throughout the state each year. One unique opportunity for widespread dissemination already underway is APSRC’s Annual Fall Conference, which commonly hosts approximately 500 attendees from nearly every school district in the state as well as some from surrounding states.

APSRC’s ability to disseminate best practices is strengthened by its unique hybrid membership model, which serves both traditional public and charter schools. In fact, APSRC provides the only venue in our state where both charters and traditional schools are trained simultaneously, except for ADE management sessions. Based on this fact, and supported by the robust working relationship with the ADE, APSRC has been able to maintain a seamless service delivery system that meets the unique, individual needs of both types of schools. We have ten years of experience institutionally, and we recruit exceptional talent to our team from within and outside the state. Our approach is operationalized with the establishment of joint professional development and technical assistance delivery where the two divergent school designs are trained at the same time in the same room.

APSRC’s comprehensive set of services are offered to any member, but with the flexibility of enhanced service delivery that is personalized to the specific needs of the school. The most significant outcome of this model is that it has enhanced innovation and it has provided schools with systematic support in the development their own personalized plans for educational service delivery. To achieve this outcome, APSRC assumes the role of Critical Friend, serving as an active co-innovator and support partner with the school. As a Critical Friend, APSRC

challenges the development of their innovation design while providing intellectual and technical assistance for their staff through a set of learning opportunities defined by the school.

Beyond high-level outreach at the district or school level, APSRC has the capacity to share best practices at the individual level to teacher leaders. Teacher leaders in APSRC's cohorts learn to provide both "high-touch (face-to-face) and light-touch" (digitally-based virtual) learning environments for educators using a variety of free social media tools. They may use a variety of social media tools such as Twitter Town Halls, developing and supporting Facebook groups/pages, writing educational blogs, or hosting Google Hangouts or Zoom Chats around their professional passions and skill sets. This year, our Teacher Leaders have conducted 401 high-touch events with a total of 6857 teachers participating. 93.9% of the contact was face-to-face and 6.1% was virtual. There have been 73 light-touch events (mostly social media) resulting in 234,924 touches around the world. Additionally, we are developing a Video Vault so all of these professional development modules can be accessed 24/7 by our membership and to put assistance in the hands of every teacher in our membership. This is another way in which APSRC is breaking down the barriers between charter and traditional schools by focusing on recognizing teachers of excellence and sharing their expertise while simultaneously reexamining professional development in our state.

As an indication of our ability to execute on these commitments, APSRC has been assigned the role of "Approved Professional Development Provider" certified by the ADE. Additionally, APSRC is not just recognized as a trainer or professional development provider; rather, we have also received the status of "External Provider" for intensive long-term professional development that is systematic by design to meet the needs for low-performing schools. This extension of service delivery into operational initiatives is exemplified with our

Finance Department creating its year-long finance training modules that emphasize accounting practices and training in a variety of tools.

Perhaps the most important element of our approach to sharing best practices is our internal commitment to strategic planning and continuous reflection. Each year, we reflect internally as a team on how best to disseminate our innovative findings across the state, and we then capitalize on that reflective process by strategically planning for the dissemination of best practices via the ongoing cycle of training opportunities, conferences, and other widespread gatherings described herein that we lead throughout the year. Given the track record of our strategic planning for dissemination, APSRC fully intends to continue our approach but also to expand on it by building and maintaining the robust digital portal previously described herein and by leveraging the platform for best practices that is currently maintained by the ADE.

Priority 5—Serving At-Risk Students

APSRC establishes a relationship with charter schools as part of our support during the charter school application process. We have actively recruited national models to Arkansas that have had success with at-risk student populations. We have also supported charters who have difficulty in successfully addressing the academic needs of their at-risk student population and have successfully integrated our model of service delivery into the ADE School Improvement system. By providing direct coaching and intervention services as an external provider and by actively recruiting organizations producing strong outcomes with at-risk populations, APSRC continues its commitment to supporting charter schools serving at-risk students, especially those featuring dropout prevention models, dropout recovery models, and wrap-around services such as comprehensive career counseling.

With the identification of Focus and Priority Schools within our state, APSRC received requests for assistance to these identified failing schools and a “turn-around” model based on best practices and focusing on leadership development, organizational and management issues, curriculum redesign, and effective teaching strategies was designed and implemented. APSRC is recognized by ADE with certification as an approved “External Provider” for intensive long-term support that is systematic and designed to meet the needs for low performing schools. APSRC has actively involved schools identified with a school improvement need as a technical assistance and professional development partner. APSRC, in collaboration with the ADE Learning Services Unit, has developed a strong working relationship resulting in the assignment of two ADE-funded Learning Specialists in Literacy and Mathematics to APSRC to utilize in the direct support of charter schools. Similar positions serve traditional schools as part of the state-wide educational cooperative system. These positions provide state-designed professional development and serve as specific points of contact to meet professional development needs for charters at no cost.

In Arkansas, most of the entry points for new charters are at the elementary level with a plan to develop systematically into a K-12 school. The needs of an elementary focusing on serving an at-risk student population are much different from a secondary system adding importance to our personalized approach for school enhancement. There are some strategies that are utilized at both levels including data driven decision-making. Each year, APSRC completes an annual report on the academic achievement of our state’s charter schools, which compares them to each other, to demographically similar schools, and to the state averages in every subject area assessed. This report provides a longitudinal analysis of charter academic growth and is a tool used to identify specific charter wide learning opportunities that APSRC will prioritize. It is

shared with specific best practices attached to each of the deficit areas with an invitation to learn more about that deficit. One outcome recently was an examination of disciplinary data where a significant variance within the disaggregated data was revealed that was race and gender specific. Based on that data, specific models designed to build social emotional learning were explored, leading to the inclusion of Restorative Justice into our charter school network.

At the elementary level, charters have a “whole-child” focus whether their model is based on academic enrichment, integrated arts across the curriculum, STEM/STEAM, blended learning, or Montessori. Utilizing our personalized approach to supporting schools, APSRC has supported charters serving a high percentage of at-risk students with specific trainings on comprehensive literacy training, writing across the curriculum, implementing a student-growth monitoring system using NWEA data, providing instructional strategies that support Common Core mathematics, and building a community-based model of dropout prevention focusing on increasing attendance and school readiness standards. Each of these unique trainings are now available to all charters and are available at multiple tiers of implementation from awareness to classroom-based coaching of the model.

Arkansas has recruited several national charter operators that focus specifically on dropout prevention or recovery. Policy work with the ADE has led to the certification of these programs as Alternative Learning Environments (ALEs), which has resulted in access to additional specialized funding for these programs. Also, the ADE has created a new ALE advisory panel and all of the charter dropout prevention models are represented on the panel. APSRC is implementing a clearinghouse design, which allows easy access to best practice programmatic options to allow traditional schools to incorporate practices from these charter leaders. There have been several examples of purchases of curricular units specifically designed

by at-risk charters, visitations to these specialized programs, expansion of innovations by traditional schools with waivers granted by the SBE to enhance services to at-risk students, which were modeled after charter interventions.

At the secondary level, there has been a specific career-oriented approach being implemented broadly with new charter applications. This has resulted in the need for coordination of services from the Arkansas Department of Career Education (ACE). Act 64 of 1981 created the Vocational and Technical Education Division and separated it from the ADE. It provides services for vocational technical education, career planning, and certifies and funds Career and Technical (CTE) programs of study. A designated member from ACE also serves on the Charter Authorizing Panel and has become a collaborator with APSRC in establishing a partnership for some statewide initiatives, including Learning Blade, which is a statewide web-based initiative supported by the Governor's Advisory Fund. Learning Blade offers schools a free curriculum designed to expose students to STEM-related career opportunities and to assist in developing key skills. ACE has initiated conversations establishing a collaborative partnership with APSRC designed to enhance both of our missions.

With a strong legislative push for career and vocational educational innovation, APSRC has taken a leadership role in the establishment of the Summit/Facebook personalized learning model in our state. Currently, fifteen charter and traditional schools have been accepted to become part of this national learning network, and the number continues to grow. APSRC will support the full implementation of the model and assist in facilitating training, providing coaching services at the district level, developing training modules on blended learning, aligning technology supports for participating schools, and serving as a regional training site for our section of the country. This is an example of our personalized model specifically addressing the

needs of at-risk students because of the sophisticated engagement, technology-enhanced curriculum, and personalized learning plan including vocational internships that will capture the interest and commitment of students who have in the past been considered at-risk for graduation.

Priority 6—Best Practices for Charter School Authorizing

a) Enhancing authorizing practices

APSRC, in collaboration with the ADE Charter Schools Unit (Charter Unit), has taken proactive steps in recent years to ensure that the authorizer implements best practices in charter school authorizing. As the sole entities providing targeted support services for charter schools in Arkansas, the Charter Unit and APSRC regularly work together not only in service of charter schools, but also to continuously improve charter application forms, charter authorizing practices, and charter authorizer regulations. Moreover, the two agencies work harmoniously to appeal to the two regulatory bodies that have oversight authority over the authorizer—the SBE and the legislature—to make changes wherever necessary.

One recent example of a legislative adjustment to the authorizer is Act 462, which was passed in 2017 to allow individuals from outside the ADE to serve on the Charter Authorizing Panel. As a result, the Commissioner of Education has for the first time been able to diversify representation on the Charter Authorizing Panel to include individuals with expertise in charter schools from outside the ADE. Consequently, the Charter Authorizing Panel now consists of three (3) members from the ADE, one (1) member from the Arkansas Department of Career Education, and three (3) members with expertise who do not represent state agencies.

However, ensuring best practices in the authorizer does not always involve regulatory change; in fact, such changes are rarely necessary. In 2016, APSRC and the ADE Charter Unit partnered to commission the services of Mr. Nelson Smith on behalf of the National Association

of Charter School Authorizers (NACSA) to provide targeted professional development to both the Charter Authorizing Panel and the SBE and to evaluate the efficacy of current authorizing practices. On two occasions in the 2016-17 school year, NACSA facilitated two open meeting training sessions concerning best practices in interviewing charter applicants and the use of multiple measures of accountability. NACSA also provided targeted coaching on best practices in charter school monitoring, intervention, and renewal. As noted in the Selection Criteria, APSRC, the ADE, and the authorizer will continue this relationship moving forward for at least the duration of the CSP Grant. NACSA will host annual training sessions and workshops, and APSRC will collaborate with NACSA and the ADE to conduct follow-up sessions for reflective planning after each training session.

The culminating product of those initial sessions was a set of recommendations from NACSA advising that the authorizer and SBE establish protocols to develop capacity in charter school governing boards, that they adopt an accountability framework to include multiple measures, and that they conduct a strategic planning process to make the decision-making process more efficient. In its recommendations, NACSA expressly advised that the authorizer and SBE codify their partnership with APSRC to enhance overall communication and services for charter schools. As a result of that training, in its annual process of re-evaluating the charter application process, the ADE Charter Unit also made several significant changes to the application requirements and timeline to streamline the process, limit the burden on applicants, and enhance application quality.

b) Charter school monitoring

i. Contract Required

The State of Arkansas maintains a robust system of oversight for its charter schools, which is complete with assurances enforceable by a legally binding contract between the authorizer and each respective charter. Ark. Code Ann. § 6-23-104 requires that a charter for a public charter school shall be “in the form of a written contract signed by the Commissioner of Education and chief operating officer of the public charter school.” The written contract describes in detail the full rights and responsibilities of both the school and the authorizer, including among many provisions the rights of the school to due process and the responsibilities of the authorizer to hold the school accountable for academic, operational, and fiscal performance (see Appendix F for sample charter contract).

ii. Financial Audits

State law also requires that each charter school conducts annual, timely, and independent audits of the school’s financial statements, which are filed with the authorizer. Ark. Code Ann. § 623-403 states that each charter schools “shall be subject to the same auditing and accounting requirements as any other public school district in the state.” More specifically, Ark. Code Ann. § 6-23-505 states that each charter school “shall prepare an annual certified audit of the financial condition and transactions of the open-enrollment public charter school as of June 30 of each year in accordance with generally accepted auditing procedures and containing any other data as determined by the [SBE] for all public schools.”

Under Rule 3.00 of the ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, all publicly funded educational institutions shall be audited annually by the Arkansas Division of Legislative Audit or a private auditor, and such audit results shall be filed with the ADE within nine (9) months following the end of each fiscal year. Charters having audit findings can be required to appear before the authorizer for questioning in a public meeting. Any

concerns around fiscal management can result in meaningful consequences imposed by the authorizer, including but not limited to revocation of the charter.

In addition to annual auditing requirements, Ark. Code Ann. § 6-23-406 requires that the ADE conduct an end-of-semester review of each charter school that is in its initial year of operation at the end of the first semester and at the end of the school year. ADE staff are then required to report to the SBE and the Commissioner of Education on the charter school's overall financial condition and overall condition of student enrollment (Ark. Code Ann. § 6-23-406).

iii. Improvements in Student Achievement

Ark. Code Ann. § 6-23-302(c)(2) requires from the outset that each charter school application must “describe a plan for academic achievement that addresses how the open-enrollment public charter school will improve student learning and meet state educational goals.” Applications must also outline the performance criteria that will be used to measure progress towards improving student learning and meeting or exceeding the state educational goals” (Ark. Code Ann. § 6-23-302(c)(3)). When a charter school does not demonstrate improved student achievement outcomes in accordance with the terms of its charter, the authorizer may impose any of the meaningful consequences delineated in Ark. Code Ann. § 6-23-105, including modification, revocation, or probation of the charter.

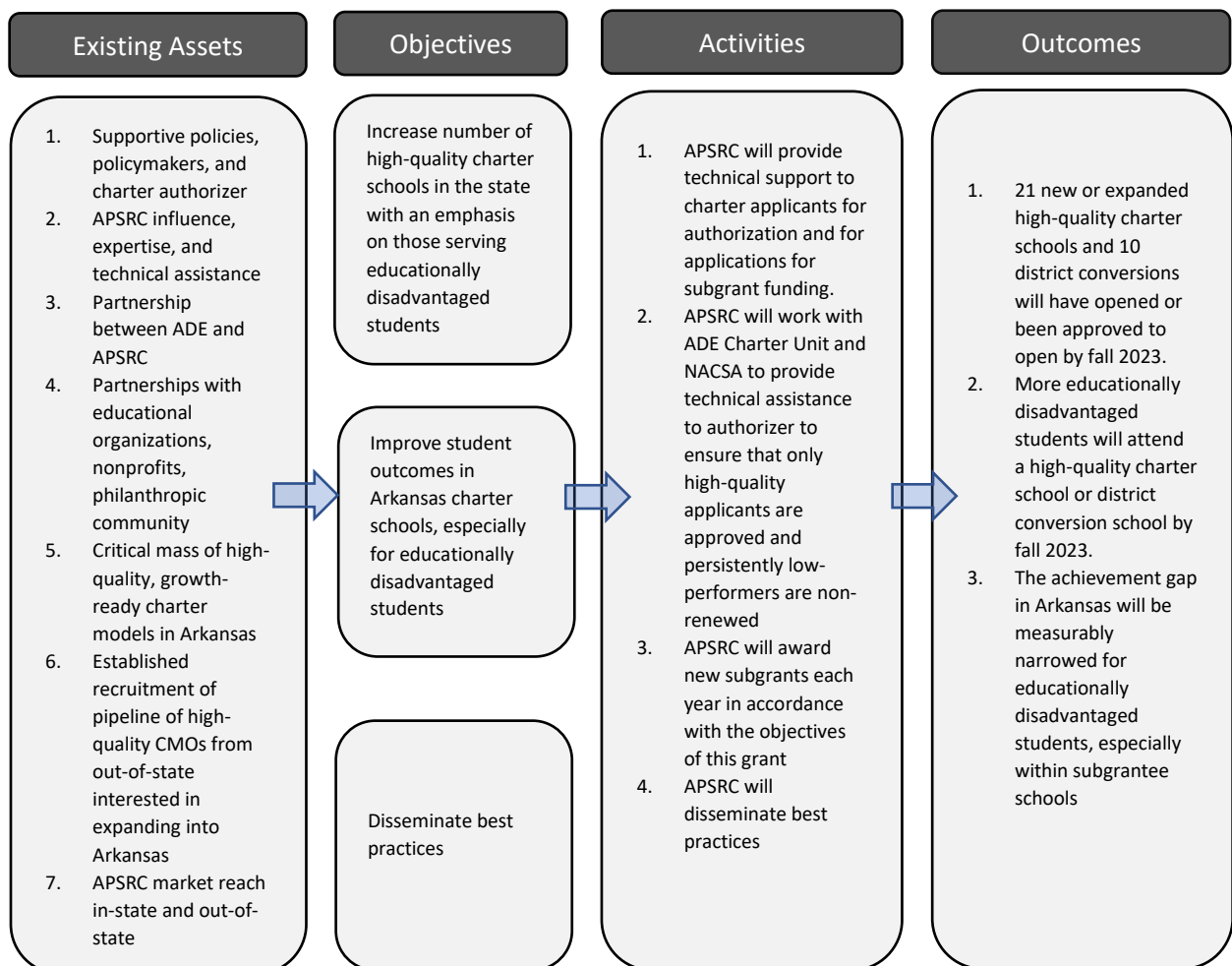
In addition to requiring that each charter demonstrate improved student achievement, ADE rules require that the authorizer use increases in student academic achievement for all groups of students described in section 1111(c)(2) of the Elementary and Secondary Education Act of 1965 as one of the most important factors in renewal and revocation proceedings.

SELECTION CRITERIA

a. Quality of the Project Design

1) Rationale and Logic Model

Despite making modest gains recently in graduation rates and on the National Assessment for Educational Progress (NAEP), economically disadvantaged students in Arkansas still face massive achievement gaps and grave educational inequities. APSRC believes that the 2018 CSP grant will allow Arkansas to strategically expand high-quality charter schools, thereby enhancing educational opportunities, especially in the state’s most educationally disadvantaged regions. Likewise, APSRC believes that the grant will improve academic outcomes among the state’s most educationally disadvantaged students in charter schools and will enhance APSRC’s efforts to disseminate best practices. For specific details on the Logic Model underlying this project, see *Figure 1* below.



2) *Objectives, activities, and outcomes*

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

Activities	Performance Measure(s)
1. Refresh existing APSRC protocols and frameworks used to guide charter growth efforts to meet the parameters of this project.	1. APSRC will award competitive subgrants to at least 13 high-quality new charters, 8 expansions or replications of existing high-quality charters in Arkansas, and 10 district conversion ¹ charters to establish or transform schools in Arkansas. This will increase charters by 52% from the current figure of 25 charters to 38, and it will increase district conversions by 36% moving from 28 to 38. The number of high-quality charters will more than double.
2. Identify and recruit high-quality charter organizations in-state that are positioned for growth.	2. At least 15 of the total 21 open-enrollment charter subgrantees recruited and awarded by APSRC will be charter organizations with a track record of success serving high percentages of educationally disadvantaged students and will establish new schools in communities with a 60% or higher population of educationally disadvantaged students.
3. Identify and recruit high-quality charter organizations externally that are interested in expanding into Arkansas.	3. Provide the authorizer with at least one annual training opportunity or check-in session with NACSA to ensure best practices in charter school authorizing.
4. Identify and support traditional district schools that are positioned to explore a district conversion charter and are serving 60% or more educationally disadvantaged students	
5. Work with prospective charters and target communities for growth to ensure meaningful engagement	
6. Support charter authorizer to ensure approval of only high-quality applicants	

¹ A district conversion charter in Arkansas is a traditional public school that applies to the Charter Authorizing Panel to obtain many of the same waivers from law that are availability to open-enrollment charter schools in order to redesign its school model. District conversions are initially approved for five years and can be subsequently renewed for the same amount of time.

7. Award competitive subgrants to best applicants	
---	--

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

Activities	Performance Measure(s)
1. Identify community-based partners supporting communities with 60% or higher educationally disadvantaged students and work with them to build a strategy to expand high-quality charters to serve those communities	1. Achievement gaps between educationally disadvantaged students and their peers in Arkansas will narrow each year as a result of educationally disadvantaged students improving at a faster rate, as will achievement gaps among all subgrantee schools, both at the individual school level and in the aggregate of all schools.
2. Identify and actively recruit high-quality charter organizations having success with educationally disadvantaged students to expand into educationally disadvantaged regions.	2. At least fifteen 15 of the total twenty-one 21 open-enrollment charter subgrantees recruited and awarded by APSRC will be charter organizations with a track record of success serving high percentages of educationally disadvantaged students, thereby increasing the number of educationally disadvantaged students enrolled in a high-quality charter school.

Objective 3. Disseminate best practices.

Activities	Performance Measure(s)
1. Identify best in-person forums for sharing best practices and reaching a wide and targeted audience.	1. APSRC will post at least 5 best practice deliverables in an online portal.
2. Establish online platform or resource for remote sharing of best practices.	2. APSRC will host at least one convening each year to share charter innovations.
3. Deploy personnel as needed to share best practices.	3. APSRC will dedicate at least two breakout sessions each year at its Annual Fall Conference to the sharing of best practices from charter schools.

3) *Estimated Yearly Awards*

APSRC is requesting a total of [REDACTED] over the five-year grant period to be disbursed directly to 13 new high-quality charter schools and 8 expansions of existing high-quality charter schools. The achievement of these ambitious targets will depend heavily on CSP

support. The [REDACTED] does not include costs for technical assistance or administrative activities. For the full amount of the request, please see the Budget and Budget Narrative.

Open-enrollment charter schools may receive up to [REDACTED] total if serving greater than 60% educationally disadvantaged students, and if granted both a Planning and an Implementation Grant. Conversely, district conversions are eligible for a maximum of \$400,000 and expansions are eligible for \$500,000.

Planning Grants alone are available on a competitive basis in the amount of \$150,000 for new charter schools and \$50,000 each for both district conversion and expansion charter schools—based on our experience supporting both expansions and new launches, APSRC is acutely aware of the increased financial demand and the more limited availability of funds burdening new charters during the planning phase.

Implementation Grants, awarded on a competitive basis as described in the previous section, are available for \$450,000 for new charters, \$200,000 for district conversion charters, and \$300,000 for expansions. Supplements for proposals to serve greater than 60% educationally disadvantaged students are available for \$500,000 for new charters and \$150,000 for both district conversions and expansions. The difference in allocations among new charters, district conversions, and expansions are based on average estimated differences in available liquidity as well as projected revenues versus expenditures for each school model. *Table 2* provides more details on the funding structure by school type for subgrants, and *Table 3* illustrates the total funding available by school type per year.

Table 2.

Funding Structure by Type for Subgrants

OE – open-enrollment		DC – district conversion		ED-educationally disadvantaged
	Max Funding - Planning	Max Funding - Implementation	Supplement - ED population	Total Funding Available

OE- Only top 4 Ranked annually	\$150,000	\$450,000	\$500,000	\$1,000,000
DC- Only top 3 Ranked annually	\$50,000	\$200,000	\$150,000	\$400,000
Expansion of existing schools serving ED students	\$50,000	\$300,000	\$150,000	\$500,000

Table 3.

Total Funding Awards Available by Type per Year

	Total Funding Available Per Grant	Total Awarded Per Year	Grand Total for Grant Period
Year 1			
OE	\$1,000,000	3	\$3,000,000
DC	\$400,000	3	\$1,200,000
Expansion	\$500,000	2	\$1,000,000
Year 2			
OE	\$1,000,000	3	\$3,000,000
DC	\$400,000	3	\$1,200,000
Expansion	\$500,000	2	\$1,000,000
Year 3			
OE	\$1,000,000	3	\$3,000,000
DC	\$400,000	2	\$800,000
Expansion	\$500,000	2	\$1,000,000
Year 4			

OE	\$1,000,000	2	\$2,000,000
DC	\$400,000	1	\$400,000
Expansion	\$500,000	1	\$500,000
Year 5			
OE	\$1,000,000	2	\$2,000,000
DC	\$400,000	1	\$400,000
Expansion	\$500,000	1	\$500,000
Totals			\$21,000,000
OE	\$1,000,000	13	\$13,000,000
DC	\$300,000	10	\$4,000,000
Expansion	\$500,000	8	\$4,000,000

b. Objectives

1) Arkansas CSP Grant Objectives

APSRC, in consultation with the ADE, has set ambitious yet attainable goals to improve its charter school sector and its overall public education landscape within the next five (5) years. The project objectives are as follows (for reference, the objectives below can be found in the tables included in the preceding section, Selection Criteria (a)):

1. **Increase the number of high-quality charter schools in the state with an emphasis on those serving educationally disadvantaged students:** As indicated in Selection Criteria (a) above, APSRC will add a total of 21 new high-quality² open-enrollment charter

² APSRC maintains two definitions of high-quality: (1) For charters currently operating in-state, a charter will be deemed high-quality if it achieved a school or district letter grade of A or B on the most recent Letter Grade Report, if it was designated with the status of “Achieving” or higher on the state’s most recent accountability reports, or if one school takes over another school took over another school with a letter grade of C or below and improves by at

schools and 10 new district conversion charter schools, ultimately establishing or transforming a total of 31 new charter school campuses in Arkansas in 5 years. More specifically, APSRC will award competitive subgrants to 13 high-quality new open-enrollments, 8 expansions or replications of existing high-quality charters in Arkansas, and 10 district conversion charters. To reinforce our emphasis on growth in educationally disadvantaged communities, APSRC has also set a goal that at least 15 of the total 21 open-enrollment charter subgrantees recruited and awarded by APSRC will be charter organizations with a track record of success serving high percentages of educationally disadvantaged students. Furthermore, at least 15 of the total 21 open-enrollment subgrantees will establish new schools in communities with a 60% or higher population of educationally disadvantaged students.

Adding 21 new open-enrollment charters will expand the state's charter market by 52% from the current figure of 25 charters to 38. Perhaps more importantly, this will double the number of high-quality charters. Similarly, adding 10 district conversion charters will expand the district conversion market by 36%, moving from 28 to 38 overall.

Currently, the majority of our charter schools are concentrated in Central Arkansas and Northwest Arkansas, with growing representation in the Delta. However, based on our regional market analyses found in the Priority Growth Regions document (Appendix F) and based on our ongoing charter recruitment efforts, several other regions throughout the state have generated community interest for charter growth, including the Pine Bluff area and Southwest Arkansas, both of which have outsize numbers of

last two full letter grades within the first three years of operation. (2) For out-of-state charters, a CMO attaining a composite score of 15/20 or higher on APSRC's CMO Expansion Selection Rubric (see Appendix F).

educationally disadvantaged students. APSRC believes that the CSP grant will not only advance charter growth in the state's more mature markets like Little Rock and Fayetteville, but also in its emerging markets like Pine Bluff and its rural markets like the Delta.

As noted in *Table 2* under Selection Criteria (a), APSRC will provide strong incentives for growth. Moreover, APSRC will concentrate its efforts on growth in high-needs areas by offer a supplement of \$500,000 for applications to establish new schools in educationally disadvantaged regions.³ We are providing similar incentives targeting educationally disadvantaged regions for applications for expansion, replication, and conversion charters.

2. **Improve student outcomes in Arkansas charter schools, especially for educationally disadvantaged students:** At least 15 of the total 21 open-enrollment charter subgrantees recruited and awarded by APSRC will be charter organizations with a track record of success serving high percentages of educationally disadvantaged students. Those subgrantees will subsequently open schools in educationally disadvantaged regions of the state, thereby increasing the number of educationally disadvantaged students enrolled in a high-quality charter school. As a result, the CSP Grant in Arkansas will also work to measurably narrow the achievement gap between educationally disadvantaged students and their peers each year by increasing the number of educationally disadvantaged students in high-quality charters.

³ Educationally disadvantaged regions in this proposal are defined as those regions having at total population of 60% or more educationally disadvantaged students. Students are classified herein as educationally disadvantaged if they qualify for Free or Reduced Lunch, receive Special Education Services, or are classified as English Language Learners.

As noted under the first objective above, APSRC will strategically leverage the bulk of its subgrant funds to grow high-quality charter schools in educationally disadvantaged communities not only by offering competitive priorities in the subgrant application process for charters serving educationally disadvantaged communities, but also by incentivizing such applications with a supplement of \$500,000.

3. **Disseminate best practices**: APSRC will post at least 5 best practice deliverables in an online portal as a remote option to disseminate best practices at the convenience of the viewer. However, understanding the value of face-to-face interaction when introducing new concepts, APSRC will also host a charter innovations convening each year and will dedicate at least two breakout sessions each year at its Annual Fall Conference to the sharing of best practices from charter schools. Because APSRC is in the unique position of enjoying the membership of every charter in the state and nearly every district in the state, the organization is exceptionally suited to continue its rich history of providing technical assistance and sharing innovations under the CSP grant. Such funds would simply help enhance and scale current practices and strategies to reach schools throughout the state more deeply.

2) *Subgrant Application Process*

APSRC will ensure a thorough, but not unnecessarily cumbersome or duplicative subgrant application process by utilizing the excellent charter school application documents and procedures already established by the ADE Charter Unit. Over the past four years, the Charter Unit has gleaned best practices from around the country and from NACSA to develop strong and comprehensive charter application and amendment processes, which include applicant and evaluator trainings, webinars, timelines, a thorough application package, as well as a process for

feedback from the authorizer, and other resources. Today, the ADE application process is comprehensive and rigorous, and results in the approval of only high-quality charter schools in Arkansas. As such, APSRC will utilize the authorizer's current application and amendment processes for awarding CSP subgrants and will simply adapt the processes and documents to comport with any additional needs unique to the subgrant process.

Currently, the ADE Charter School Application consists of 21 substantive questions in the narrative section as well as a comprehensive budget. The process consists of submitting the application and participating in a televised public hearing in which the authorizer asks detailed questions of each applicant. These hearings are recorded and publicly posted on the ADE YouTube Channel. APSRC will simply adapt the ADE Charter Application to allow the CSP Subgrant Selection Committee (hereafter, Selection Committee) to provide up to 5 points for each of the 21 narrative sections, totaling a possible 105 points on the narrative. The Selection Committee will also award up to 25 points for the budget; however, reviewers will be scoring not only the budget submitted to the ADE but also a budget specifically designed for CSP subgrantees, which provides detailed expense projections for the duration of the subgrant. A different budget template will be provided for planning grant applications and implementation grant applications.

As a final layer of review, the Selection Committee will watch the video recording for each hearing, awarding up to 20 points for the applicant's presentation and responses during the hearing. In total, applicants will receive up to 150 points. Subgrants will then be issued to only the highest scored applications in accordance with the number of subgrants available each year. Though the ADE application documents differ among new charter schools, expansion requests, and conversion charters, the Selection Committee will use for each type of applicant a scoring

process similar to the one described for new charter schools. This will not only ensure rigor and objectivity, but it will also accomplish a number of efficiencies, such as streamlining the application process for applicants and authorizers.

The Selection Committee will score subgrant applications for planning and implementation shortly after the authorizer considers applications for new or expanded schools. Schools may apply for a subgrant for the year prior to opening the charter school (Planning Grant), they may apply for a subgrant for the opening year of the school (Implementation Grant), or they may apply for both. APSRC will use the following timeline to guide the awarding of subgrants.

Timeframe	Action
December	CSP Subgrant Competition announced
January	Technical assistance webinars and local informational meetings held Calibration meetings for Selection Committee conducted
February 1	Open application period
March 1	Close application period
April 1	Announce award grantees
April 30	Hold grant management webinar
Planning year: May 1-June 30 Implementation year: July 1 (following year)	Disburse funds

Of course, all dates will be updated annually as necessary to coordinate with any changes that may arise in the state’s application and amendment processes. For more specific information on the initial charter application process or on the amendment process, see the application documents in **Appendix F**.

The Selection Committee will be composed of three members with deep expertise in charter development and the Arkansas landscape. One member will be a representative from either the ADE Charter Unit or the Charter Authorizing Panel, and the other two will be fully-

dedicated FTEs of the APSRC funded through the CSP Grant. Those will include the Director of Charter Development and the CSP Grant Specialist (see [Appendix B](#) for résumés). Selection Committee members 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, and they will calibrate their scoring by participating in mock scoring sessions and debriefs using past applications and recorded hearings.

3) Process for Monitoring CSP Subgrantees

Each grantee will undergo periodic evaluations to assess progress toward achieving the goal of providing high-quality educational opportunities for 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 Selection Committee 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 Arkansas CSP transparency webpage that APSRC will create and manage. A link to the same page will be shared on the ADE website. 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 Arkansas 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). Should any compliance issues arise, subgrantees will be given an opportunity for a hearing to provide justification as to why they should be entitled to remain in the program. If during the planning grant period, evidence shows that a subgrantee is unable to fulfill program requirements, the implementation grant money will not be distributed to the subgrantee. The money will be redistributed to new subgrantees.

Subgrant Phase	Monitoring Activities	Review Type & Frequency
Pre-Award Certification & Visit	<ul style="list-style-type: none"> ✓ Meet school's planning committee ✓ Review financial procedures/internal controls 	<ul style="list-style-type: none"> ✓ 30 days prior to award
Planning Phase (up to 15 months)	<ul style="list-style-type: none"> ✓ Technical assistance sessions ✓ Desktop review (financial and program) ✓ Benchmark report presentation and analysis ✓ Grant activity report presentation and analysis ✓ Phone conferences ✓ On-site visits (financial and program reviews) ✓ Annual reports 	<ul style="list-style-type: none"> ✓ Periodically ✓ Semiannually ✓ Quarterly ✓ Monthly ✓ As needed ✓ Annual ✓ Annual
Implementation Year	<ul style="list-style-type: none"> ✓ Technical assistance sessions ✓ Desktop review (financial & program) ✓ Benchmark report presentation and analysis ✓ Grant activity report presentation and analysis ✓ Phone conferences ✓ On-site visit (financial and program reviews) ✓ Annual reports 	<ul style="list-style-type: none"> ✓ Periodically ✓ Semiannually ✓ Quarterly ✓ Monthly ✓ As needed ✓ Annual ✓ Annual
Closeout	<ul style="list-style-type: none"> ✓ Grant final reports 	<ul style="list-style-type: none"> ✓ At closeout

c. Quality of Eligible Subgrant Applicants

Given our significant experience recruiting out-of-state charter management organizations (CMOs), our institutional history of supporting the growth of in-state charters, and

our nationwide network through partners such as the Walton Family Foundation and the National Alliance of Public Charter Schools, APSRC is supremely confident in our ability to meet our objectives and improve educational outcomes. We will do so by scaling high-quality charters from inside the state and by recruiting high-quality charters from outside the state that can thrive in Arkansas's conditions.

Because of APSRC's role as recruiter of high-quality external CMOs, we already have codified internally a very rigorous initial screening tool to narrow the pool of CMOs we recruit. We call this instrument our CMO Expansion Selection Rubric (hereafter, "Selection Rubric; see Appendix F). Already, we have used this tool to identify a pipeline of high-quality charters inside and outside the state who have demonstrated consistently outstanding performance with a special emphasis on those performing in educationally disadvantaged communities. We also maintain a tool called the Charter Contact Log, which serves as an ongoing record of communications between APSRC and charter recruits to indicate the level of mutual fit at any given moment in time. By conducting in-person site visits to evaluate each candidate and by consistently monitoring performance data on each candidate in the pipeline, we also have been able to identify those who are the strongest fits for Arkansas's unique context and needs to help us distill the pool even further to those candidates with the highest likelihood of success and the most potential to grow.

These tools are essential because the Arkansas context is unique indeed. Our state has an uncommon makeup, featuring the second lowest per-capita income in the country while also ranking 40th in population density—meaning that the state has high poverty and large expanses of underpopulated land. Because of its geographic size, however, the state still ranks 32nd in the nation in total population, which has created numerous pockets of geographically isolated, high-

minority student populations, many of which are concentrated in the very rural Delta region. Yet, despite its many uncommon features, the state also has an unusually thriving charter school market. In fact, compared to the other states at the bottom of the list in per-capita income, Arkansas has more charters than all of them combined. Similarly, compared to the 18 states ranking lower in total population, Arkansas has grown more charters than every state except for New Mexico and Nevada, both of which have much larger concentrated metropolitan populations. So, while the United States has seen very limited charter growth among its poorest, most rural states, Arkansas has nevertheless continued to flourish. Undoubtedly, this is due in large part to the fact that key stakeholders statewide have continuously supported and committed resources to the charter market. Given these conditions, and given our organization's expertise in supporting charter growth, we are certain that Arkansas would be able to successfully meet the objectives of this proposal and be a strong regional partner in attracting high-quality CMOs to a severely underserved region in the nation.

As previously noted, as the charter association for the Home Region of the Walton Family Foundation, APSRC enjoys a rare partnership with the Walton Family Foundation. This has historically produced, and will continue to produce, strong connections to the highest quality CMO networks nationwide. In fact, several have already indicated great interest in Arkansas for the coming years, and the opportunity to apply for a grant such as this would only further incentivize their expansion into Arkansas. In fact, even in the absence of CSP funding, last year APSRC recruited Friendship Public Charter Schools from Washington, D.C., which has been approved to launch in both Pine Bluff and Little Rock—both very high-need areas. Among numerous others in the pipeline, Democracy Prep out of New York and Gestalt Community Schools from Memphis have proposed to expand into Little Rock and the Delta in the coming

application years. Each of these CMOs ranks among the best in the nation, and each has even received a federal grant to support its expansion.

In addition to the recruitment of high-quality out-of-state operators, APSRC will also lean on the abundance of quality CMOs in-state to grow and serve high-needs populations. Perhaps the most nationally recognizable CMO in-state, KIPP Delta operates five (5) campuses throughout the Arkansas Delta, which is one of the poorest regions of the United States, and which has some of the lowest academic achievement scores in the state. Adding two (2) new campuses in the past four school years, KIPP Delta has shown a propensity for growth. With recent waitlist numbers nearing 1,000 students in a sparsely populated region, demand remains extremely high for more seats at KIPP Delta.

Similarly, Northwest Arkansas features Haas Hall Academies, a network of four (4) schools serving grades 7-12. According to the 2017 U.S. News & World Report rankings, Haas Hall was the 60th best high school in America, the 18th best charter high school in America, and the best high school in the State of Arkansas. Haas Hall has recently expanded into Rogers, Arkansas and Springdale, Arkansas. In the Rogers School District, 61% of the student population qualifies for free or reduced lunch, 33% is ELL, and 11% is designated for SPED services. Springdale is 70% free or reduced lunch, 46.5% ELL, and 9% SPED.

Another in-state operator, eStem Public Charter Schools is located in downtown Little Rock and was named the #3 high school in the State of Arkansas for 2017 by the Washington Post. Though eStem prides itself on intentional socioeconomic diversity, the CMO has recently expanded two sites into higher poverty zip codes in the city with a goal of reaching a greater percentage of educationally disadvantaged students. This grant would be used to expand the reach of high-quality programs like these and the others currently operating in Arkansas—in

addition to any high-quality newcomers—into our state’s most educationally disadvantaged neighborhoods.

d. State Plan

1) Monitoring Subgrantees

To ensure that all subgrantees are adequately monitored, APSRC will continue to leverage the comprehensive, continuous monitoring processes that are already underway at APSRC and at the ADE. APSRC will marry the two organizations’ monitoring systems to establish a single systematic process that oversees performance along two prongs: (1) programmatic performance, including whether the subgrantee is meeting academic performance expectations as well as operational expectations set forth in the charter concerning enrollment, demographics, and more; and (2) fiscal performance.

Perhaps the greatest monitoring tool held by the state is the ADE Data Center, which is an all-encompassing data portal featuring aggregate and disaggregated data at the state level, district level, and school level and encompasses every uniform set of statewide data available for every district in Arkansas. The Data Center includes Statewide Information System Reports, School Performance Report Cards, student GPS Dashboards, the Student Intervention System and more all hosted within an easily navigable and intuitive one-stop destination. In fact, in 2013, Arkansas was recognized as one of only two states in the nation to meet the Data Quality Campaign’s 10 recommended State Actions to Ensure Effective Data Use because of the ADE Data Center. Both the ADE and APSRC rely heavily on the reports featured on the Data Center, they also depend on APSCN, which is a statewide financial reporting site, for financial transparency and accountability. The Data Center allows APSRC and the authorizer to gather accurate data regarding academic achievement, enrollment, discipline, and much more.

However, even with a world-class data system such as the Data Center, having access to data is not enough. The ADE Division of Public School Accountability has a veteran team of coordinators, directors, program officers, and program advisors each engaged in monitoring the activities of every public school in-state on a regular basis. The School Improvement Unit provides technical assistance to districts and schools in the effective use of interventions, processes, diagnostic analysis, development of needs assessments, building capacity, implementation of the state's Seven Turnaround Principles, and addressing instructional issues in a district or school that has not made sufficient progress in student achievement. As a measure of accountability, the School Improvement Unit regularly assists with School Improvement Plans and provides quarterly reports to the SBE for all schools labeled in Priority Status. Similarly, the Standards Monitoring Unit is required to conduct a full On-campus Review of every school in the state no less than one (1) time every four (4) years to ensure compliance with the ADE Standards of Accreditation. The unit also conducts reviews as requested by the Charter Authorizing Panel and subsequently reports the outcome of each review to both the authorizer and the SBE.

Additionally, as noted under Competitive Preference Priorities 1 & 2, first-year charters must submit a quarterly progress report as well as an end-of-semester review for the first and second semesters of operation in that initial year. Such scrutiny is a safeguard against the statistics that suggest the first year of a charter bears the greatest risk.

Beyond the ADE's monitoring systems, APSRC will engage in ongoing subgrant monitoring of its own. The APSRC Teaching & Learning team, as an external provider for charter schools in the state, has access to individual student growth data from both the ACT Aspire Interim Assessments and the NWEA MAP Assessments (depending on which formative

assessment the charter uses) and can therefore monitor progress using an additional tool from which the state does not currently collect data. Because the state is implementing growth measures for accountability, access to these assessments will be—and already has been—very helpful in evaluating the impact of a charter on student learning, especially among those charters serving higher concentrations of educationally disadvantaged students. APSRC staff from its Charter Development, Legal, Finance, and Teaching & Learning teams, as well as the Grant Specialist, will regularly liaise with ADE personnel to monitor progress and will conduct at least quarterly reviews, which will include a site visit and a full review of all available data concerning academic, operational, and fiscal performance. Specifically, some of the monitoring activities to be performed by the APSRC Finance Team and the Grant Specialist, which will be overseen by the Charter Development Director, include the following:

- a) Review and approve each subgrant budget;
- b) Conduct at least quarterly Desk Reviews of Comprehensive Financial Analysis Model (CFAM) and expense reports;
- c) Monitor for timely drawdown of subgrant funds and compliance concerning allowable uses of funding;
- d) Provide input and review materials prior to submission for all authorizer hearings concerning finance; and
- e) Receive and review budget revisions as requested, among other duties.

By collaborating with the robust Division of Fiscal and Administrative Services at ADE, APSRC will not only be able to leverage any reports conducted by and submitted to the ADE, but they will also have access to any early warning signals that may arise within the ADE for fiscal issues. Perhaps the most powerful financial management tool available in-state, APSRC

recently launched its CFAM tool, which is an online software management program designed to give districts (and APSRC) a quick, easy and convenient method for analyzing a District's financial data. Special features include monthly data reporting updates; complete financial analyses of revenues, expenditures, debts, and more; easy-to-read financial modeling visuals; year-to-year or month-to-month comparisons; future planning templates; and access to discrete information on topics like specific funds, sources of revenue, functions, locations, and more. This tool gives the APSRC Finance team instant access to all financial data points for every school, including subgrantees, in-state and allows the team to continue its practices of monthly monitoring and early intervention.

In monitoring planning (or pre-implementation) goals, APSRC staff will conduct an on-site check-in with the director of each subgrantee wherein APSRC will review progress towards the achievement of any planning grant objectives that may have been established. Such reviews will be conducted before implementation funds are released, and implementation funding will be contingent on subgrantees making adequate progress toward meeting their planning grant objectives. During the planning grant, subgrantees will be required to submit quarterly progress reports describing their activities and achievements. As with implementation grants, planning grants will also be subject to a quarterly expense report.

2) Working with Authorizer to Avoid Duplicative Requirements

APSRC will work closely with the ADE Charter Unit to avoid duplication of work for either the charter school subgrantees or the authorizer. The first way in which the two entities will avoid duplication is that APSRC will collaborate with the ADE Charter Unit prior to the release of the subgrant proposal packet to ensure that the packet does not require any duplicative information already detailed in the initial charter application or the amendment request forms

used by the ADE for expansion requests. Fortunately, because of the breadth and thoroughness of the ADE's initial charter application form, APSRC will be able to rely largely on those documents and the ADE hearing results for its analysis of the proposal's quality and the applicant's capacity. The authorizer's application process has gone through numerous iterations in the past few years and is now a rigorous selection process that results in the approval of only high-quality charter schools in Arkansas.

Because the ADE does not actually assign a quantitative points-based scoring system for charter applicants, but rather, simply votes qualitatively whether to approve the application, APSRC will establish a scoring system to evaluate each application. To avoid duplicative paperwork, the Selection Committee will simply apply its scoring system to the ADE charter application documents that are already in place, awarding up to 105 points for the application narrative, 25 points for the budget, and 20 points for the applicant's presentation and responses during its hearing. For more on the scoring process, see Selection Criteria (b). Given that the ADE hearing process includes a public hearing in which the authorizer deeply probes applicants to determine capacity, the Selection Committee will have abundant information without requiring an additional in-person interview unless necessary. Moreover, because the public hearings are recorded and published on the ADE's YouTube channel, panelists will be able to view the hearings remotely. When necessary, the Selection Committee will have the authority to summon a subgrant applicant to a separate committee interview; however, such interviews will not be standard practice.

Of course, a subgrant applicant will only be eligible if approved by the authorizer. As an added measure of efficiency, the Selection Committee's scores on initial applications will be made available to the authorizer prior to the public hearing and the authorizer will be free to use

those scores for further information as it sees fit. The scores and review documents for successful subgrant applicants will also be featured on the APSRC CSP transparency webpage.

3) Providing Technical Assistance

APSRC will provide a comprehensive suite of services to support subgrantees, including all of those mentioned within the response to Competitive Preference Priorities 6 & 7 as well as giving each school access to CFAM and to our finance team for fiscal monitoring and guidance. In addition to the robust deck of support services offered for subgrantee teachers, leaders, and board members described under the Competitive Preference Priorities—all of which will be available to any subgrantee awarded under this program—APSRC will provide technical assistance with grants management by making available our finance team and our Grant Specialist from the Charter Development Office to advise subgrantees on reporting, compliance, and expenditures.

Additionally, APSRC will perpetuate its efforts to offer technical assistance to the authorizer by partnering with NACSA to ensure best authorizing practices and to develop authorizer materials aligned to those recommended by NACSA. As a final measure of technical assistance for the authorizer, APSRC will make available any scores issued by the Selection Committee panelists as they pertain to an initial charter application or an amendment request for expansion. Given the expertise of the independent subgrant review panelists, such scores may be informative for the authorizer in its decision-making processes.

APSRC will also continue its support for the training and continuous improvement of the authorizer. APSRC will contract with NACSA to provide at least one annual training to the authorizer, which will be especially important as new members join the Charter Authorizing Panel. APSRC will subsequently work with the authorizer to plan biannual work sessions

facilitated by the ADE Charter Unit, which will be designated for reflection and strategic planning based on feedback from previous NACSA training sessions and based on the need to improve or update application documents and other processes related to charter school authorizing meetings. Currently, such meetings are held in December and January as an effort to review application documents and processes from the previous application cycle, and to brainstorm any updates needed for the upcoming application cycles. APSRC will leverage these annual meetings to expand on what is already working by simply adding reflective planning sessions to the agenda based on the outcomes of each year's NACSA training session. Likewise, APSRC will include within its travel budget enough funding to ensure that at least two (2) individuals from the Charter Authorizing Panel per year can attend the annual NACSA Leadership Conference.

e. Quality of the Management Plan

APSRC has established a strong collaborative framework of critical partners who will have responsibility for the implementation of the CSP grant activities. The two lead entities are ASPRC and the ADE, and we depend on the diverse missions of the two entities to delineate the activities and strengths that each will contribute to the overall management of the initiative and make up the membership of the Design Team (see chart of Collaborative Partners in Appendix F). For specific details on the Management Plan, see *Table 4* below. For information on APSRC's underlying Theory of Action, see the Logic Model depicted previously.

CSP Subgrant Process - APSRC has a long history serving in the role of facilitator of the granting process for national (Gates and Facebook) and regional funders (Walton and Thinking Media) who are interested in providing fiscal or intellectual resources specifically to charter and rural schools across Arkansas. Institutionally, our unique nonprofit has established the necessary infrastructure to successfully disseminate the communication regarding the grant opportunities, manage the grant submission and review process, distribute the funding, develop a comprehensive Memorandum of Understanding with an established timeline of reporting and evaluation requirements, and provide press release documents.

Timeline	Responsible Party	Milestone
By October 2018 and quarterly	CSP Design Team - APSRC Charter Director/Staff & ADE	Establish and publish calendar of Design Team meetings quarterly with specific agenda and development of tasks for each year of CSP grant
Oct 2018	CSP Design Team	Presentation to SBE on CSP grant
Oct 2018	CSP Design Team	Announcement and presentations at APSRC Fall Conference
November 2018	Selection Committee	Review of components from Charter application process to utilize in grants application and scoring rubrics
November 2018	Selection Committee	Send draft application process and scoring rubrics through APSRC Charter Advisory Board & ADE divisions for feedback
December 2018	Selection Committee	Creation of grants application and scoring rubrics
December 2018	Selection Committee – APSRC Staff Only	Webinar on upcoming grant opportunity
December 2018	Selection Committee – APSRC Staff Only	Orientation webinar and face-to-face meetings to provide overview of grants process
Quarterly	Selection Committee	Convene grants management meetings to conduct performance reviews
Annually	Selection Committee & ADE Accountability Division	Monitor overall student achievement and progress towards attainment of charter application goals
Quarterly	Finance Subcommittee & ADE Finance Division	Monitor financial performance -Require use of CFAM for each school -Conduct at least quarterly Desk Reviews of CFAM and expense reports -Monitor for timely drawdown and expenditure of subgrant funds

		-Monitor proper APSCN reporting -Receive and review charter budget
Fall 2018	Selection Committee	Review of first grants cycle and recommend changes prior to release of new funding
Building Communication – With the award of this grant, the staff in the APSRC and ADE Communications Unit will collaborate with APSRC and ADE charter staff to develop a comprehensive plan for sharing information on CSP funding and to disseminate best practices.		
October 2018	APSRC Charter Development Director, CSP Grant Specialist, and Communications Team	Release of press packet announcing grant
October 2018 and biannually	Selection Committee	Documented communication agenda and development of tasks for Communications team
October 2018	Communications Team	Design of one page fact sheet/ brochure on CSP and grant opportunity to be placed in every bag at APSRC Fall Conference
December 2018	APSRC Charter Development Director, CSP Grant Specialist, and Communications Team	Written communication plan for recruitment and dissemination of grants process
March 2018	Selection Team and Communications Team	Media Day prior to application
Spring 2018	Selection Team	Announcement of grant opportunities
Spring 2018	Communications Team	Commissioner's Memo distributed to all schools in Arkansas
Spring 2018	Communications Team	Press Release on applying entities
Spring 2018	Selection Team	Announcement of year 1 grants
February 2018	Communications Team	Design for communication of best practices
After assessment	Selection Team	Publish Annual Charter Performance Report
September 2018	Communications Team	Create Parent Portal on APSRC website and link to ADE website

March 2018	Selection Team	Establish Charter Advisory Committee with regional ambassadors
Annually	Selection Team	Disseminate best practices at APSRC Annual Fall Conference with joint presentations
August 2018	Selection Team	Incentivize dissemination of collaborative work between traditional and charter schools
Quarterly	ADE Communications Team	Feature Best or Promising Practices on ADE webpage
Recruitment – APSRC has a formal recruitment plan found in the Appendix and described throughout this proposal, which details the strategies utilized to identify and recruit charter developers that are willing to locate in underserved neighborhoods. This proposal will designate funds to provide CSP subgrants to high-quality charter operators in Arkansas to expand and replicate existing high-quality charter schools that serve a disproportionate number and percentage of educationally disadvantaged students. These funds will assist in increasing the number of high-quality charter schools by infusing these funds into the philanthropic funded APSRC Charter School Incubator. Key components of the recruitment strategy at APSRC have been assistance with facility acquisition, leadership development, and providing technical assistance with the grants process which will be strengthened with this proposal.		
Quarterly	APSRC Charter Development Director	Maintain recruitment activities with an annual update of progress
June 2018	APSRC Charter Development Director	Continue use of Charter Development Portal
Annually	APSRC Charter Development Director	Assist charter with application and hearing processes
August 2018	APSRC Charter Development Director	Maintain Charter Facilities Index
Annually	APSRC Charter Facilities Team	Continue facilities assistance described herein
Biannually	Selection Committee	Expand availability of school board training
Quarterly	APSRC Teaching and Learning Team	Continue Teacher Practice Network's leadership training with regional quarterly convening, onsite coaching, and virtual professional development, and publish training calendar
Annually	ADE Learning Services and Accountability Staff	Continue recognition of APSRC as approved PD

		provider and approved external provider
Charter Authorizing – As the sole entities providing targeted support services for charter schools in Arkansas, the Charter Unit and APSRC regularly work together not only in service of charter schools, but also to continuously improve charter application forms and authorizing practices.		
Ongoing	Selection Committee	Continue and expand partnership with NACSA and the authorizers to enhance authorizing practices in Arkansas
Annually	APSRC Charter Development Director	Share charter application scores from Selection Committee
November 2018	Charter Unit	Establish plan to formally explore opportunities to improve authorizing practices and documents
Annually	ADE	Review charter application process, make revisions, and publish the application
November 2017	ADE and Selection Committee	<p>Establish a plan to gain NACSA assistance in pursuing their recommendations on the following:</p> <ol style="list-style-type: none"> 1. Create academic, financial, and organization frameworks using multiple measures and use these frameworks as the basis for monitoring and renewal decisions; 2. Develop a tiered intervention policy with graduated consequences that is specific to charter schools and that relies on charter schools' own autonomous decisions to produce improvement; and 3. Conduct a strategic planning process for the charter function aimed at making decision processes sounder and more efficient by

		allocating resources and duties more clearly. Policy
--	--	--

The Selection Committee, as described in Selection Criteria (b), includes the Charter Development Director for APSRC, the Director of the ADE Charter Unit, and the CSP Grant Specialist. The APSRC Charter Development Director, Tyler Barnett, has vast expertise in developing and executing a charter recruitment strategy for four consecutive years. Prior to that position, Barnett served as Director of the Office of Educator Quality at the Missouri Department of Elementary and Secondary Education. He is an attorney, he was an Education Pioneers Fellow in Chicago, and he is a Teach For America alumnus. Barnett also has experience managing a multimillion dollar budget as well as founding a charter school leadership development program out of APSRC. Similarly, Dr. Alexandra Boyd is the Director of the ADE Charter Unit, and she has multiple years of experience in that role. These two members serving on the Selection Committee will immediately fill the Selection Committee with two of the most informed and capable leaders in the charter school movement in Arkansas. Finally, the role of Charter Development Director, APSRC will also hire a CSP Grant Specialist who can monitor progress and give feedback. This role will be filled by an individual who holds at least a bachelor's degree, and who has multiple years of experience either in a professional education research capacity, who has served at the leadership level at a charter school, or who has served as a grant maker or technical assistant for charter schools.

f. Parent and Community Involvement

Ark. Code Ann. § 6-23-302 requires that all charter school applications demonstrate that the local community supports the efforts to open a charter school, and the APSRC agrees with this requirement. Charter applicants have to provide public notice of their intent to submit a charter application, they have to hold public meetings to gather feedback on their applications,

and they have to publish at least three notices in the newspaper describing when and where the proposed charter will open.

In the spirit of the statute, the APSRC 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 (in addition to many other organizations) have all submitted letters of support for this CSP grant and, if awarded a CSP grant, APSRC will work with these organizations to educate citizens statewide about charter schools and the CSP subgrant program while also soliciting feedback from these stakeholders and their related constituencies:

Organization Name	Website
Arkansas Learns	www.arkansaslearns.org
Urban League of Arkansas	www.urbanleaguear.org
Arkansas Rural Education Association	www.arkansasruraled.com
Arkansas Department of Education	www.arkansased.gov
Arkansas State Board of Education	www.arkansased.gov/state-board
Arkansas Governor's Office	https://governor.arkansas.gov
Walton Family Foundation	www.waltonfamilyfoundation.org

We intend to involve stakeholders 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, the ADE hosts trainings, hearings, and other mini-conferences regularly; APSRC will have to continue its tradition of attending as many

such opportunities to engage. Likewise, APSRC will attend meetings with Arkansas Learns, the Arkansas Rural Education Association, and the Urban League of Arkansas, in addition to other stakeholder meetings around the state to ensure that a diverse range of voices from within the community have input into the execution of this plan.

- 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.

g. Flexibility

The Arkansas Charter Schools Act of 1999 affords charter schools in Arkansas a great deal of autonomy and flexibility. Within that law, the authorizer may waive any provisions of

Title 6 Education of the Arkansas Code that it sees fit with a few specific exclusions (Ark. Code Ann. § 6-23-701). According to Ark. Code Ann. § 6-23-401, the only requirements that cannot be waived under Title 6 by the authorizer include the following:

1. State monitoring and compliance;
2. School Finance and Accountability under Title 6;
3. High school graduation requirements as established by the SBE;
4. Special education programs under Title 6;
5. Conducting criminal background checks for employees; and
6. Health and safety codes as established by the board.

Of course, beyond the few restrictions from flexibility imposed in Title 6, the authorizer cannot waive federal laws, nor can the authorizer waive state laws outside of Title 6, such as Title 5 Criminal Offenses.

Charter schools in Arkansas have ongoing opportunities to establish their respective areas of flexibility, beginning with the initial charter school application submitted prior to opening and continuing throughout the life of the charter via amendment requests, which may be submitted any time to the authorizer. Charters typically obtain waivers from regulations pertaining to educator licensure, salary schedules, school calendars, seat time requirements, class sizes, coursework requirements, and concurrent credit restrictions, among many others. To support charter applicants in understanding what waivers to request, the ADE publishes a Commonly Granted Waivers document. The authorizer also maintains a public list of waivers held by each charter school and provides a spreadsheet of every area of law waived statewide. Collectively, nearly 230 discrete areas of law can be waived at any time.

In addition to the flexibility afforded via waivers, Ark. Code Ann. § 6-23-306 stipulates that charter schools have the autonomy to establish and control their own budgets, specify their own governing structures (within certain guidelines); specify grade configurations; determine their appropriate geographic location and facility of choice; implement a unique student behavior system; and establish unique performance criteria by which the school will be evaluated to measure its progress towards improving student learning. As additional enhancements to the culture of autonomy for charter schools, the state passed several laws in the 2017 General Legislative Session specifically designed to offer greater flexibility:

1. Act 295 allows charter schools to adopt their own unique evaluation systems, so long as such evaluation systems meet federal and state requirements;
2. Act 930 repeals the state's existing academic accountability system and replaces it with a framework that complies with the requirements of the Every Student Succeeds Act (ESSA), which requires states to adopt multiple measures of accountability;
3. Act 930 also allows the SBE to adopt an alternative accountability process for charter schools that primarily focus on serving students who have dropped out or are at risk of dropping out; and
4. Act 933 creates greater flexibility in the charter application process, which heretofore had required charter schools to identify a specific facility to be used nearly one year in advance of opening—rather, this permits an applicant to identify the general location for which the charter is intended.

Historically, APSRC has been the primary source of counsel for charter schools seeking regulatory flexibility in Arkansas. With a Legal Unit composed of three individuals who have each previously served as chief counsel for the ADE, APSRC has an expert team with critical

years of experience advising schools on the legal provisions that can and cannot be waived. Equally important to APSRC's expertise are the Teaching & Learning Unit and the Charter Development Unit. Both play an important strategic role in helping to crystalize innovative concepts and bring them to fruition. By leveraging its extensive membership base among charter schools in Arkansas, APSRC is well-positioned to help schools maximize the opportunities for flexibility afforded by the state.

Moving forward, APSRC will continue to work with the authorizer to conduct and share the latest research and innovations in pedagogy, school operations, school finance and more, and to forecast any additional areas of flexibility that may be necessary to effectuate such innovations. As APSRC continues its research and development efforts in education, the organization will correspondingly continue its work with the legislature to enable flexibility from laws and regulations wherever necessary.

APPLICATION REQUIREMENTS

(I) Description of Program.

(A)(1). See Selection Criteria (f). For additional information, see Selection Criteria (b) and (c).

(A)(2). As noted throughout the application, APSRC enjoys unrivaled access to charter schools throughout the state as well as strong relationships with high-quality CMOs around the nation. APSRC will utilize its powerful network to promote the availability of funds as a recruitment mechanism for external CMOs and as a lever to (1) incentivize expansion for high-quality internal CMOs and (2) incentivize the establishment of new district conversion models designed to serve educationally disadvantaged students.

In addition to capitalizing on its expansive network through direct mailings and regular face-to-face interactions, APSRC will also engage in a deliberate promotional campaign wherein

notices of the availability of funds will be featured prominently on the APSRC and ADE websites, press releases will be issued to local media outlets, and continuous large-audience promotion of the program will be conducted at the APSRC Annual Fall Conference. Of course, the authorizer will also promote the availability of funds during regular public meetings.

(A)(3). First, participation in many of the available state and federal programs is an agreed-upon and enforceable requirement for charter schools in the charter contract. As a tool to further encourage timely participation, the ADE is developing a pre-start checklist and site visit protocol to ensure that charter schools have everything they need—including the correct paperwork and awareness to ensure they are part of state and federal programs—to have in place before the school opens. The ADE and APSRC will collaboratively conduct site visits and provide technical assistance prior to opening. As a stand-alone unit at the ADE, the Federal Programs Unit already does and will continue to ensure that charter schools receive the commensurate share of federal funds the schools and students are eligible to receive. Finally, as noted in Competitive Priorities 1 & 2 as well as Selection Criteria (d), the ADE Standards Monitoring Unit—in collaboration with APSRC—will monitor charter schools to ensure that all charter schools are fully compliant with ELL and Special Education provisions and have access to available funding.

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

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

(A)(5). See (A)(3) in this section above. For other ways in which APSRC will work with the ADE to operate its program under this competition, see Selection Criteria (b) and (d)-(g).

(A)(6). APSRC has a long, successful history of managing grant funds and ensuring compliance of subgrantees with grant restrictions, especially concerning allowable uses of funds. The APSRC Finance Team is composed of five (5) individuals, all of whom have either worked in finance oversight with the ADE or have managed and ensured compliance with federal grant monies as superintendents of local school districts. All recipients enter a binding contract with the state to conduct activities described in section 4303(b) of the ESEA, and should the activities of a recipient not comply with the requirements therein, said recipient will be subject to legal penalty. Additionally, all applicants for subgrant funds are required to present a plan to the state as a part of the initial charter application that includes a viable and sustainable budget. That budget does not include CSP funds.

(A)(7). See Selection Criteria (f) as well as Competitive Priorities 6, 7, and 8.

(A)(8). The ADE, in its efforts to oversee and improve recruitment, enrollment, and lottery processes, began conducting lottery monitoring visits at each lottery held in-state in 2015. With great success, the ADE was able to coach Haas Hall Academy, one of the most esteemed charter

high schools in the nation, with improvements to its lottery process. Since such improvements were made, the ADE has on multiple occasions publicly praised Haas Hall as having perhaps the most complete, compliant, equitable, and accessible enrollment system among charter schools statewide.

APSRC will capitalize on this success and prominently feature Haas Hall and others that have highly inclusive recruitment and enrollment strategies on its dissemination webpages. APSRC will also offer opportunities for sharing of best practices at its Annual Fall Conference, among other venues. In its pre-application counseling and coaching sessions, APSRC will make it standard practice for initial charter applicants and others seeking expansion to strongly encourage alignment to such practices. As a description of recruitment, enrollment, and lottery processes is a required component of the initial charter application, applicants that lack in detail in such areas will be scored lower on the CSP Subgrant scoring rubric. APSRC will similarly encourage applicants to implement inclusive disciplinary practices such as those described in subsection (G) below that are aligned to Restorative Justice. APSRC will likewise feature Lighthouse Academies for their pioneering disciplinary and management strategies and encourage applicants to align.

(A)(9). See Competitive Priority 6.

(A)(10). All public schools, including charter schools, are subject to the requirements of all federal laws pertaining to students with special needs and English Language Learners, including the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). No student services related to Special Education or English Language Learners may be waived in the charter application process, and any violation of Special Education standards will result in a standards violation as conducted by the ADE Standards Monitoring Unit and the ADE

Special Education Unit, both of which conduct regular site reviews and desk audits of charter schools for compliance. As a requirement to receive CSP Subgrant funding, all subgrantees must maintain compliance with such laws and regulations. APSRC will work closely with the ADE to ensure APSRC gains timely notification of any standards violations, and APSRC will also review for compliance during its own periodic reviews, desk audits, and site visits.

(A)(11). See Competitive Priorities 1, 2, and 8, as well as Selection Criteria (b).

(A)(12). APSRC is the sole charter school support organization in the State of Arkansas. For details on how APSRC will work with the ADE to support the state's system of technical assistance for the authorizer, see Competitive Priority 8. As noted therein, APSRC will continue its partnership with NACSA to distill best practices in authorizing to the Charter Authorizing Panel and ensure that all accountability requirements and authorizer documents are aligned to such recommendations. Moreover, to provide a layer of oversight, APSRC worked with the legislature in the 2017 Legislative General Session to pass Act 933, which expands the reporting obligations of the state authorizer, directing the authorizer to annually report to the Legislature on both the status of charter school programs and a summary of all authorizing activities in the previous year, including the number and type of charters approved, denied, and amended.

(A)(13). APSRC actively provides preference points in its Selection Rubric for external CMOs and expanding internal CMOs that plan to operate high schools. Though APSRC has made it standard practice to not disrupt successful CMO models by requiring a model for Arkansas that deviates from their standard model, for those intending to begin with elementary or middle grades, the Selection Rubric prioritizes those models that eventually build up to high school grade levels. APSRC will continue this practice in its recruitment protocols and will continue to implement a Selection Rubric for recruitment that favors models inclusive of high school grades.

(B)(1). See Competitive Priorities 3 through 8 as well as Selection Criteria (d), (f), and (g). For resumes of key personnel, see Appendix B.

(B)(2). See Selection Criteria (b), (c), and (f) as well as Competitive Priorities 7 and 8.

(B)(3). See Competitive Priority 6 and Selection Criteria (e).

(C)(1). For a description of the application process for subgrants, see Selection Criteria (f) and (d). For information describing how APSRC will ensure that each application complies with section 4303(f)(1)(C)(i) of the ESEA, see also Selection Criteria (a) and (e) as well as Competitive Priorities 1 and 2.

(C)(2). See Selection Criteria (f) and (d).

(D). APSRC will partner with the ADE and NACSA to carry out some functions of this grant. For information on the nature of the partnership with ADE and the accompanying roles, see Priorities 4, 5, and 6 as well as Selection Criteria B. For information on the partnership with NACSA, see Priority 6 and Selection Criteria A, B, and C.

(E). Each initial charter school application in Arkansas requires that applicants describe their plans to provide transportation to enrolled students. Also, the application requires applicants to describe the geographic location to be served as well as the socioeconomic populations residing within the identified locale. Applicants indicating no intention to provide bus service for students must describe alternate plans for transportation, such as citywide mass transit for urban schools, ridesharing plans for smaller schools, and in some cases, as-needed transportation services for students.

The authorizer carefully considers whether the proposal for transportation services is likely to have an exclusionary effect on low-socioeconomic populations and does not grant waivers from transportation in the absence of a strong justification or alternative plan. As part of

its CSP Subgrant Application, the requirements to describe transportation services will not differ from those in the state's initial charter application; however, the scoring rubric used by the Selection Committee will strongly favor plans to provide bus service.

(F). The State's open meetings and open records laws are both contained within the Arkansas Freedom of Information Act of 1967, Ark. Code Ann. §§ 25-19-101 et seq. State open records requirements apply to "any other agency ... that is wholly or partially supported by public funds or expending public funds" (Ark. Code Ann. § 25-19-103(7)(A), which includes all public charter schools). Arkansas open public meetings requirements apply to the "governing bodies" of organizations "supported wholly or in part by public funds or expending public funds" (Ark. Code Ann. § 25-19-106(a), which includes all governing boards for public charter schools). Since the open meetings requirement is not included in Title 6 of the Arkansas Code, these provisions cannot be waived.

(G). As an organization representing both charter and rural schools, APSRC has a keen sense of current needs in both sectors. Currently, Arkansas has several charter schools serving rural communities, ranging from large national organizations such as KIPP: Delta, which serves predominantly low-income minority students in the Arkansas Delta, to small rural schools such as Imboden Area Charter School, which serves a disproportionately high percentage of Special Education students.

APSRC has also worked with the state to pass Act 742 of the 2017 Legislative General Session, which allows a charter school to seek a designation as a School for Agricultural Studies. Once a charter school has held this designation for three (3) years, the school may request the State Board to detach it from the surrounding school district, creating a new school district. Such legislation is designed to incentivize the creation of agriculture-focused schools preparing rural

students in agriculture-heavy Arkansas for meaningful postsecondary careers and thereby increase graduation rates.

APSRC will continue its work to not only recruit high-quality college preparatory models such as KIPP to establish schools in the rural Arkansas Delta and Southwest Arkansas areas, but also to support rural district conversion models as district attempt to improve college and career readiness in rural environments. Given the state's deep agricultural roots, APSRC is uniquely positioned to support new, innovative models such as Summit's personalized learning program as they expand into rural districts needing new strategies to engage students.

However, in addition to APSRC's footprint in rural communities, we have vast experience helping districts in suburban and urban areas implement other innovative models as well. For example, APSRC has assisted Lighthouse Academies with the execution of its Restorative Justice program and will seek to increase other schools' exposure to the model in the future. APSRC also provided strategic counsel on the development of Future School of Fort Smith, which is a small personalized learning model rooted in real-world experiences for grades 10-12 in western Arkansas. Beyond these specific examples, APSRC has regularly provided strategic counsel to the development of nearly of existing charter school within the state. APSRC will apply its great breadth of exposure to new models in-state as well as its connections with highly innovative charter models nationally to continue to foster a landscape characterized by not only diverse, but also high-quality, school choices through recruitment, dissemination, and technical assistance.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

[View Mandatory Other Attachment](#)

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

[Add Optional Other Attachment](#)

[Delete Optional Other Attachment](#)

[View Optional Other Attachment](#)

EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM (CSP)

GRANTS TO STATE ENTITIES

ASSURANCES

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 publicly 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 decisionmaking 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) For a State entity that is a State educational agency, State charter school board or Governor of a State, 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, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, 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

Executive Director
TITLE


DATE

Arkansas Public School Resource Center
APPLICANT ORGANIZATION

DATE SUBMITTED

APPENDIX B

EXPERIENCE

ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

Director, Development

LITTLE ROCK, AR

July 2014 –Current

- Serve as chief strategist for incubation of high-quality school redesign models statewide in both district and charter schools, overseeing a \$2 million budget for all related initiatives in the Development Office
- Advise member charter schools and district schools in navigating the policies and procedures of the state's Charter Authorizing Panel and the State Board of Education, a task which includes providing ongoing feedback to ensure effective applications as well as coaching applicants through hearing processes
- Design and administer the Charter Leadership Institute, a two-year fellowship intended to produce a steady pipeline of aspiring school leaders in position to assume leadership of high-quality, innovative schools
- Selected as Fellow in 2015 KIPP Leadership Design Fellowship as part of federal i3 grant
- Develop and implement recruitment strategy to attract high-quality charter management organizations to expand into Arkansas

MISSOURI DEPARTMENT OF EDUCATION

Director, Office of Educator Quality

JEFFERSON CITY, MO

July 2013 – July 2014

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

EDUCATION PIONEERS

Campus Recruiter & Legal Fellow, Illinois State Board of Education

CHICAGO, IL

June 2012 – January 2013

- Served as Campus Recruiter, hosting recruiting events for over 75 interested applicants at the University of Missouri
- Drafted Operations Manual to steer policies of the oversight committee for Illinois's statewide system of support

MISSOURI DEPARTMENT OF EDUCATION

Legal Intern to Commissioner Chris L. Nicastro

JEFFERSON CITY, MO

Jan. 2012 – May 2012

- Drafted action plans for State takeover of Kansas City, MO School District
- Revised charter school closure policy leading to the closure of 6 failing charter schools

TEACH FOR AMERICA
English Teacher, Wooddale High School

MEMPHIS, TN
June 2008 – June 2010

- Implemented backward design instruction for approximately 100 students each year, leading 94% of students to pass the 2010 English I End-of-Course Exam
- Composed grant application to MLB's Baseball Tomorrow Fund for WHS baseball field renovations totaling \$136,842.19

EDUCATION

UNIVERSITY OF MISSOURI SCHOOL OF LAW
J.D.

COLUMBIA, MO
May 2013

- *Honoree* – inducted by law faculty into National Order of Scribes for top legal writers
- *Teacher's Assistant* – selected from over 30 applicants of top writers in 2012 and 2013 classes to serve as TA for 1L students in Legal Research and Writing courses
- *Law Clerk* - drafted judicial memoranda pertaining to Alabama policies and statutes for Judge Michael G. Graffeo in Jefferson County Circuit Court from May – July 2011
- *Publications* – Brigham Young University Education and Law Journal, Vol. 2013, No. 2

UNIVERSITY OF MISSOURI – ST. LOUIS
B.A. English, magna cum laude

ST. LOUIS, MO
May 2007

PUBLICATIONS

ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

FALL, 2015

- *The Climate for Charter Schools in Arkansas*. Charter School Recruitment Manual with state policy and regulatory information pertaining to public education in Arkansas.

ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

FALL, 2014

- *Charter School Facilities Manual: Navigating the Acquisition, Development, and Finance of Charter School Facilities in Arkansas*. Guidance for charter schools through the challenges of facilities acquisition, development, and finance in Arkansas.

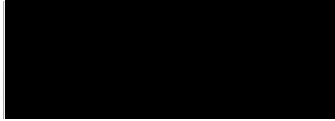
BRIGHAM YOUNG UNIVERSITY EDUCATION AND LAW JOURNAL

WINTER, 2013

- *Pulling Back the Curtains: Undetected Child Abuse and the Need for Increased Regulation of Home Schools in Missouri*. Journal article supporting increased regulation of home schooling in Missouri based on legal research and analysis of nationwide cases of child abuse that were concealed by deregulation of home schools and the legal outcomes pertaining thereto.

Scott Smith

1401 West Capitol Avenue, Suite 315
Little Rock, AR 72201



Qualifications Summary

- Serves as Chief Executive Officer of the Arkansas Public School Resource Center, Inc. (APSRC) (the only organization in the state to serve a majority of school districts, and charter schools together), a not-for-profit corporation that serves as a resource center for over eighty percent (80%) of public school districts, charter schools and educational cooperatives and acting as a chief consultant on educational policy and legislation for various interests in public education in Arkansas.
- Practicing attorney for over twenty-five (25) years with at least seventeen (17) years of experience primarily in education law and education policy.
- Experienced in drafting legislation, regulations and state policy.
- Experience representing parties in state court, before state agencies, boards and commissions with experience in federal court.

Education

University of Arkansas School of Law, Fayetteville, Arkansas

- Juris Doctor in Law (1992)

University of Arkansas, Fayetteville, Arkansas

- Bachelor of Science in Business Administration – Finance and Banking (1989)

University of Mississippi, Oxford, Mississippi (1985-1986)

DeWitt High School, DeWitt, Arkansas

- Graduated 1985

Work Experience

Executive Director/Legal Counsel: July 2008-Present, Arkansas Public School Resource Center, Inc.

- Serves as executive director and chief legal counsel for a nonprofit organization providing services to member school districts, charter school and education cooperatives.
- Provides legal guidance to members on a variety of issues, including school litigation, personnel, state and federal governmental compliance and acting as in-house legal counsel.
- Creation and drafting of the current Arkansas School Choice Laws.
- Creation of the Arkansas Achievement School District concept.
- Creation of draft models of Charter facility funds and Charter School Right of Access and Rights of First Refusal under Arkansas Public Purpose Doctrine.

Chief Counsel, 2001-2008, General Counsel, 2000-2001, Arkansas Department of Education and Arkansas State Board of Education

- Provided legal advice and guidance to the State Board of Education on various issues, including teacher licensure, consolidation and annexation, and various other Board hearings.
- Provided legal guidance to the Department of Education on issues such as personnel matters, state agency litigation, and state and federal governmental compliance.
- Assisted with the Implementation and legal drafting and support of Charter School Laws.
- Provided legal support and state policy implementation, both pre and post Lakeview.
- Assisted with the Omnibus Quality Education Act, State Accountability System Fiscal Distress, Academic Distress, Standards of Accreditation, and the State Benchmark Assessment System.
- Administered State Legal and Administrative Implementation of Legislative Act 60 of 2003, Schools below 350.
- Assisted with the creation of State Funding Models pre and post Lakeview implementation.
- Involved in the implementation and legal support of State Facility Funding, pre and post Lakeview.
- Assisted with the implementation and legal support of first state takeovers due to Academic Distress, Fiscal Distress and Standards of Accreditation.

Attorney Specialist: 1993-2000: Arkansas Department of Finance & Administration

- Litigated the State Defense of Illegal Exaction challenges (Code Tax), Ultra Verus, Constitutional tax challenges, ADA Claims, Statutory Construction and Arbitrary and Capricious Claims at trial court and appellate court levels and federal bankruptcy claims.

Deputy Prosecuting Attorney: 1992-1993, 19th Judicial District, Arkansas

- Represented the State of Arkansas in the prosecution of criminal trial matters.
- Represented Carroll County, Arkansas, in civil county litigation and governmental affairs.

Ken Rich

PO Box 746
Salem, AR 72576

Experience

July 2016 – Present Arkansas Public School Resource Center Little Rock, AR

- Assist school districts and charter schools with information concerning: Accreditation, ACSIP, Audit Procedures, Budgeting, Budget Analysis, Bid Procedures, Ethics for Business Transactions, Federal/Categorical Funds, Federal Programs/Funding, Financial Accountability, Fiscal Distress, Grant Management, Internal Controls, Monitoring, Procurement, School Board Training, Standards Monitoring, State/Federal Funding, Tier I and Tier II Training.
- Provide finance training for Arkansas school boards and school staff
- Assist with the development and marketing of CFAM - a school finance analysis software program

July 2004 – June 2016 Salem School District Salem, AR

Superintendent

- Managed daily academic, financial, and transportation programs for a school district with 800 students, 105 employees, and a seven million dollar budget.
- Attended the Arkansas Superintendent Academy (2008-09) and Arkansas Leadership Academy – Leadership Institute (2009-10).
- Salem School District accomplishments during tenure:
 - Top Five in Arkansas - Golden Apple School District 2005
 - Top Ten in Arkansas - Golden Apple School District 2004, 2006
 - ACT Award for improving test scores and increasing student participation – 2005, 2009
 - U.S. Department of Education “Blue Ribbon School” – Salem Elementary 2010
 - National Center for Educational Achievement “Higher Performing School” – Salem Elementary 2010

July 1997 – June 2004 Salem School District Salem, AR

High School Principal

- Managed instructional programs and activities for 350 students and 30 teachers.
 - Evaluated teachers, counseled students, developed master course schedule, and supervised extra-curricular activities.
 - Scheduled appropriate staff development for teachers.
-

Ken Rich

July 1994 – June 1997 Salem School District Salem, AR

Assistant High School Principal

- Assisted the high school principal with the day-to-day operations of the high school.

July 1993 – June 1994 Salem School District Salem, AR

Teacher

- Taught Life Science Courses
- Coached Girl's Basketball Teams and Golf Teams

August 1989 – June 1993 Izard County Consolidated School District Brockwell, AR

Teacher

- Taught Physical Science, Life Science, and Earth Science Courses.
- Coached Girl's Basketball Teams and Track Teams.
- Served as Athletic Director 1990 – 1993.

Education

August 1992 – May 1998 Arkansas State University Jonesboro, AR

Master of Science in Education

- Educational Administration – Secondary Principal
- Obtained additional 27 hours above the Master Degree

August 1986 – May 1989 Arkansas State University Jonesboro, AR

Bachelor of Science in Education

- Major – Physical Education

August 1984 – May 1986 Three Rivers Community College Poplar Bluff, MO

Associate of Arts

Scott W. McRae

3090 Edgemont Road * Quitman, AR 72131 *

Professional Experience

Arkansas Public School Resource Center 2015-Current
Finance Specialist
Little Rock, AR

Responsibilities:

- *Provide financial analysis to public school districts and charters
- *Provide technical assistance to districts on compliance with state and federal laws
- *Provide financial training to school personnel and board members
- *Monitor school financial reporting
- *Review district financial audits and recommend corrective actions

Arkansas Department of Education 2010-2015
Fiscal Support Manager- Fiscal Distress Unit
Little Rock, AR

Responsibilities:

- *Provide financial analysis to public school districts
- *Provide technical assistance to districts on compliance with state and federal laws
- *Assist in implementing screening procedures to identify districts in fiscal distress
- *Consult with district staff and make recommendations for changes in procedures
- *Monitor district financial reporting
- *Provide appropriate training and workshops as required to address issues
- *Conduct research pertinent to fiscal accountability and reporting
- *Review district financial audits and recommend corrective actions
- *Provide technical assistance and interpret state laws relative to finance
- *Present APSCN database training to school board members.

Wal-Mart Stores, Inc. 2003-2010
Facility/Store Manager
\$100 Million+ Metro Supercenter – Cordova, TN

Responsibilities:

- *Leadership for the entire 220,000 sq. foot facility
- *Managing an annual budget of \$105 Million in sales and \$6 Million profit
- *Supervision of 18 salaried managers and 480 hourly associates
- *Inventory management
- *Ensuring compliance of ATF, government and other regulatory agencies
- *Store presentation, layouts, and seasonality
- *Execution of company driven events and direction
- *Ensuring the store and company are well represented in the community
- *Resolving associate human resource issues

Wal-Mart Stores, Inc. 2001-2003
Co-Manager
\$100 Million+ Metro Supercenter – Millington, TN

Responsibilities:

- *Leadership for store operations, seasonality, layouts and store standards
- *Assist store manager in managing \$100 million annual budget and \$8 million in profit
- *Supervision of 500 hourly associates and 14 salaried managers
- *Talent development of bench strength associates
- *Inventory flow management

Wal-Mart Stores, Inc. 1997-2001
Facility/Store Manager
\$20 - \$40 Million Wal-Mart Stores – Brownsville, TN; McKenzie TN

Responsibilities:

- *Leadership for the entire 65,000 sq. foot facility
- *Recruitment and training for 250 hourly associates
- *Supervision of 12 salaried managers
- *Managing an annual budget of \$40 Million in sales
- *Ensuring the store and company are well represented in the community
- *Ensuring the compliance of ATF, government and other regulatory agencies
- *Execution of company driven events and direction
- *Resolving associate Human Resource issues
- *Inventory management

Wal-Mart Stores, Inc.
Assistant Manager

1993-1997

Lucedale, MS; Humboldt, TN; Bogalusa, LA; Covington, TN

Responsibilities:

- *Leadership for areas of the store generating upwards of \$25 Million annually
- *Hiring, training, development, performance evaluations and terminations of associates
- *Led seasonality, departmental layouts, and merchandising of store areas

Key Achievements:

- *Certified Arkansas School Business Official
- *Sam Walton Leadership Institute graduate
- *Chosen to be the training store for the “School of Learning” management trainee program
- *Awarded Leadership Merit Awards by corporate executive office in two store locations

Education:

Southern Arkansas University
Bachelor of Science in Business Administration (1993)
Major: Business Management
Minor: Information Systems Technology

Professional Associations:

Arkansas Rural Education Association
Arkansas Association of Education Administrators
Rotary Club
Food Bank Volunteer
Active PTO and Booster Club member at Quitman Public School, Quitman, AR

References:

Don Hardwick
Store Manager, Dick’s Sporting Goods Inc., Jackson, TN
[REDACTED]

Darren Allen
District Manager, Dick’s Sporting Goods Inc., Memphis, TN
[REDACTED]

HAZEL BURNETT

OBJECTIVE To obtain an administrative position that offers challenges which utilize my skills and background in public school education and business management.

SKILLS & ABILITIES Over 30 years with extensive bookkeeping and administrative responsibilities managing all financial aspects of a school district, including accounting, payroll, accounts payable, construction and renovation projects, child nutrition service, transportation and maintenance, forecasting, budgets, employee benefits, workers compensation, investments, cash management, grant management, and reporting. Created and implemented innovative procedures for analyzing school districts and charter schools' finances.

EXPERIENCE

Arkansas Public School Resource Center
2015 to Current
Finance Specialist
Provide financial analysis to public school districts and charters
Provide technical assistance to districts on compliance with state and federal laws
Provide financial training to school personnel and board members
Monitor school financial reporting
Review district financial audits and recommend corrective actions

Arkansas Department of Education (ADE)
July 2001 – April 2004
October 2005 – April 2015
Coordinate, manage and perform the administrative functions of the ADE's Fiscal Distress Program.
Provide technical assistance to school districts, support groups, local school boards, ADE personnel and on-site visits.
Other duties included mentoring new staff members and special projects as assigned by the Assistant Director of Public School Finance and Administration

Crossett Public School District
April 2004 – October 2005
Managed all financial aspects of the school district, including accounting, payroll, accounts payable, construction and renovation projects, child nutrition service, transportation and maintenance, forecasting, budgets, employee benefits, workers compensation, investments, cash management, grant management, and reporting.

Ola Public School District
April 1987 – June 2001
Manage all financial aspects of the school district, completed APSCN training and went on-line January 1997. Create, analyze and report financial reports, budget, attendance, transportation and cycle reports. Assist administration in planning changes to Certified and Classified Salary Schedule. Work closely with administration on successful passage of millage increase and building projects. Coordinate the school elections.

First State Bank
April 1980 – April 1987
Teller, vault teller (included ordering and balancing daily cash flow of money), series E bonds, certificates of deposits, note payments, new accounts and customer service.

COMMUNICATION

Presentations to the Arkansas State Board of Education, legislative committees, school districts and open-enrollment charter school board of directors, employees

Drafted TIER I training materials, served on the ADE TIER I training committee and conducted training classes across the state for TIER I, CASBO, and school boards.

Kathleen M Hanlon

Kathleen Hanlon

2 Deerhurst Lane
Bella Vista, AR 72714

Accomplishments/ Service

Arkansas School
Business
Administrator of the
Year 2010

AASBO President
2010

Southern Assoc. Of
School Business
Officials Board of
Directors 2011 –
present

Tier I Trainer
Arkansas Dept. of
Education/AASBO

National Presenter

Employment

2014-Present

CFO Fayetteville Public Schools
Responsible for all financial aspects
of the school district, as well as
completion of \$100 million high
school construction, food service,
transportation and maintenance.

1994 – 2014

CFO Rogers Public Schools
Responsible for all financial aspects
of a rapidly growing school district.
Including bond issuance,
forecasting, budget, payroll,
accounts payable, employee
benefits, workers compensation,
investments, and cash
management.

July 1994 – Sept. 1994 (Temp. Position)

O. R. Colan & Associates Inc.

Bentonville , Arkansas

FAA grant writing and accounting for
the NW Arkansas Regional Airport

Accomplishments/ Service Continued

Financed/Planned/
Opened

4 High Schools
2 Middle Schools
1 Jr. High
5 Elementary
Schools
2 Administration
Buildings
1 Virtual School

Testified in the Lake
View Law Suit

Employment Continued

1989 – 1994

City of Indianapolis

93-94 Dept. of Metropolitan
Development

Large grant management , capitol
improvement projects and
redevelopment projects
management, accounting and
reporting.

1989-1993 Concession manger
Responsible for enterprise functions
of city 40 plus locations, pools, golf
courses, sports arenas,
Other Experience – Fraud auditing,
day care owner, grant writing

Skills

Communicating
complex financial
information in a
transparent , simple
way, to the public,
staff, press and
other stakeholders.

Strong presentation,
computer and
analytical skills

Education

Illinois State University BS Finance, BS
Psychology

Texas Tech University – School of
Government Finance

Indiana University/Purdue University at
Indianapolis - Executive Education

Transylvania University Lexington,
Kentucky – Phase III Management

Classes in arbitrage accounting, municipal
bond issues, food service program
evaluation

References used with permission

Dr. Tom Kimbrell
Superintendent Bryant School District

[REDACTED]

Dr. Richard Abernathy
Executive Director
Arkansas Association of Educational Administrators

[REDACTED]

[REDACTED]

Joye R. Kelley
Past School Board President
Rogers Public Schools

[REDACTED]

Dr. Janie Darr
Past Superintendent
Rogers Public Schools

[REDACTED]

Lisa Walker Todd, Ed.D.
278 Cattle Drive, Center Ridge, Arkansas 72027



Lisa Walker Todd, Ed.D.

Director of Education

Arkansas Public School Resource Center

Professional Preparations

Ed.D. University of Arkansas at Little Rock	2007	Educational Administration
Ed.S. NOVA Southwestern University	1996	Educational Leadership
M.S.E. University of Central Arkansas	1988	Elementary Education
B.S.E. Arkansas Tech University	1981	Elementary Education

Appointments

2017-present	Arkansas Public School Resource Center, Director of Education
2009-2016	Greenbrier School District, Deputy Superintendent
2001-2009	Greenbrier School District, Assistant Superintendent
1998-2001	Russellville School District, Director of Curriculum
1997-1998	Bryant School District, District G/T Supervisor K-12
1986-1997	Manatee County Schools, Bradenton, Florida, Educator
1988-1989	The University of Central Arkansas, Graduate Assistant
1982-1986	Nemo Vista School District, Educator
1981-1982	Guy Perkins School District, Educator

Certification

Arkansas Teacher Certificate—Administrator (Superintendent), Administration K-6, Elementary K-6, Gifted and Talented K-12, Elementary Physical Education K-6
Florida Teacher Certification—Administration K-12, Elementary K-5, Elementary Physical Education K-5, Gifted and Talented K-12, ESL.

Professional Accomplishments

- First district in the State of AR to offer an AA Degree to high school students
- Implemented an Advanced Placement blended program, Nationally ranked
- Arkansas Association of Curriculum & Instruction Administrator of the Year
- Arkansas Association of Curriculum & Instructional Administrators-Past President
- Arkansas Association of Educational Administrators-Board Member
- Association for Supervision and Curriculum Development-Board Member
- Member of Curriculum & Instruction Task Committee
- Appointed by Arkansas Dept. of Education on School Support Team to assist failing districts
- Serve on ADE Task Force for TESS and LEADS
- Smart Steps to Technology Leadership, Gates Grant-Trainer
- State appointed E-Guide NORME data software-Trainer

- Developed Data Analysis workshop
- Presented District's Literacy Program-North Central's Associations' National Conference
- Developed a Career Majors Handbook
- Implemented Pre-Advanced Placement classes 6th-10th grade
- Implemented a Pre-School Summer School for at-risk children
- Established Vertical AP teams
- Correlated state standards with a county-wide literacy program
- Developed ESL Spanish Kindergarten registration packets
- Developed Benchmark and End of Course Mock Tests
- Implemented Elementary Fine Arts program
- Implemented On-Line Assessment program
- Implemented AP/Concurrent College Credit for high school
- Designed and implemented "Greenbrier Academy"—program designed for Home Schooled Students
- Expanded district's business department
- Mapped and aligned district's curriculum and instruction
- Implemented a credit recovery system
- Offered Super-Senior status for seniors that need additional time to graduate
- Implemented a "Test-Talk" with all students taking a benchmark or EOC exam
- Involved in implementing the Arkansas Scholar Project
- Coordinated state level professional development
- Active in legislative session
- Established district's first Secondary Literacy Program
- Implemented internet based lesson plans
- Developed Parental Involvement Plan using technology
- Implemented Professional Learning Communities Model, by Rick DuFour
- Planned all district level professional development based on data analysis of needs
- Federal Programs' Coordinator
- Homeless Education Coordinator
- Limited English Proficient Coordinator
- Equity Coordinator
- Assessment Coordinator
- Mentor Program Director
- Presented for AACIA during Fall AAEE Conference
- Assisted and presided during AACIA Instructional Leadership Conference
- Assisted with AACIA and ASCD Joint Conference-on Conference committee
- ATU P-16 Partnership Committee
- UCA P-16 Partnership Committee
- District ACSIP Chair (all schools rated perfect scores)
- Participated on the State AYP Task Force
- TICAL (Technology Information Conference for Administrative Leadership) Board Member

KENDAL WELLS

472 Lassiter Lane, Cabot, AR 72023



EXPERIENCE

ARKANSAS PUBLIC SCHOOL RESOURCE CENTER

Director, Technology

LITTLE ROCK, AR

July 2015 –Current

- Assist traditional and charter schools with technology needs including online standardized testing, process automation and infrastructure analysis.
- Developed an online financial analysis system (CFAM) which provides district leadership graphical views into their district's financial information for the current school year and four previous years.
- Developed an online portal which tracks the progress of Charter schools during the initial application, renewal or amendment process. The portal also houses archival information for these processes.

CABOT PUBLIC SCHOOLS

Director, Technology

CABOT, AR

June 1993 – June 2015

- Responsible for computer, phone and CATV networks for a district of 10,000 students and 1400 employees.
- Managed a budget that grew from \$100K/year to \$1.2M/year, a department that grew from 1 to 14 employees and a district that grew from 8 to 16 campuses. Total devices on the network grew from 300 to over 10,000.
- Interconnected all 16 campuses with single-mode fiber creating a metropolitan area network.
- Automated the import and creation of account information in several systems used district-wide including student network accounts in active directory and email accounts in Google.

WAL-MART

Production Operation Control

BENTONVILLE, AR

September 1990 – May 1993

- Maintained library environments in which production programmers developed and ran production software.

TEXAS INSTRUMENTS

Production Operation Control

DALLAS, TX

Jan. 1985 – August 1990

- Monitored and maintained test and production storage libraries in which production programmers developed in-house software. Support was for all TI sites world-wide.
- Created an automated process allowing mass changes on production software without requiring the production system to be taken offline. Saved TI over \$1M/year.
- Developed and presented training classes to TI programmers at several locations within the continental US.

EDUCATION

UNIVERSITY OF ARKANSAS
B.S.B.A. DPQA

FAYETTEVILLE, AR
December 1984

ACCOMPLISHMENTS AND AWARDS

Arkansas Society for Technology in Education (ARKSTE)

Served 3-year term as president

Served 3-year term as board member

Received Leadership Award (May 2014)

General Aviation

Earned private pilot license (October 2005)

Accumulated over 400 flight hours to-date

Authored a school administrative software system that became the first to be approved by the Arkansas Department of Education for electronically keeping student attendance records and producing the quarterly/annual attendance reports (1983-1985)

Alexis A. “Tripp” Walter, III

1401 West Capitol Avenue

Suite 315

Little Rock, AR 72201



Objective

Attorney focused on providing outstanding legal assistance and counsel to Arkansas school districts and charter schools.

Qualifications Summary

- Practicing attorney for over thirty-two (32) years in Texas (from 1984-2002) and Arkansas (since 2003) with over thirteen (13) years of experience in education law.
- Experienced in working with different levels of state and national governmental agencies.
- Experienced in drafting documents, making recommendations and communicating with clients.

Education

Texas Tech University

- Juris Doctor (1983)

University of Houston

- Bachelor of Arts in Economics (1980)

Work Experience (Arkansas)

Staff Attorney: May 2010 – Present, Arkansas Public School Resource Center

- Serves as staff attorney for a nonprofit organization providing services and training to member school districts, charter schools and education cooperatives.
- Provides legal guidance to members on a variety of issues, including personnel, contracts, charter school assistance, bidding and purchasing issues, property acquisition and disposition issues among others.

Staff Attorney/Interim General Counsel: October 2003 – May 2010, Arkansas Department of Education and Arkansas State Board of Education

- Provided legal advice and guidance to the State Board of Education on various issues, including teacher licensure, consolidation and annexation, and various other Board hearings.
- Provided legal guidance to the Department of Education on issues such as personnel matters, contract issues, consolidation/annexation issues, teacher licensure issues, among others.

Professional Affiliations

- Licensed to practice in Arkansas (2003) and Texas (1984).

Cathy Frye McFarland
3503 N. Pine St.
North Little Rock, AR 72116

Summary of qualifications

- Strong journalism/communications background (writing, editing and public relations)
- Experienced public speaker
- Research-oriented
- Familiar with policy development at state agencies
- Skilled in working with state lawmakers and local elected officials
- Familiar with Arkansas media outlets, as well as local reporters and photographers

Professional experience

Arkansas Public School Resource Center

Director of Communications

Attend and write news reports on any meetings or events involving education – i.e. legislative meetings, court proceedings or media events. These reports are sent to educators across the state. Also work with communication directors at state agencies and organizations to make public schools aware of emerging trends or new opportunities in education.

Leander Independent School District

Instructional Aide, Special Education, 7th Grade Inclusion, Social Studies/Science
March 21, 2016 to July 31, 2016

Duties included working with special education students in general education classrooms. Also offered tutorials during lunch and after school. Responsible for recording all tests and assessments. Worked with tracking teachers and classroom teachers to ensure that students' accommodations were met. Also helped modify tests and ensured that students received the correct versions.

Arkansas Department of Correction

Public Information Officer and Legislative Liaison
Jan. 5, 2015 to Feb. 28, 2016

Duties included answering reporters' and lawmakers' questions, issuing news releases, taking legislators on prison tours, fulfilling Freedom of Information requests and keeping track of any and all legislation affecting the agency during the legislative session. Participated in television and radio interviews. Served as public speaker per civic groups' requests. Also was responsible for apprising the governor's staff and the Board

of Corrections of any emergencies or incidents that occurred within the state's prisons. Supervised two employees, one of whom worked with the families of inmates. The second employee wrote all internal and external publications for the agency, and also managed the agency's website.

Arkansas Democrat-Gazette

Reporter

September 2005-December 2014

Covered everything from city council meetings to criminal trials. Won numerous awards for narrative writing and investigative series. Also known for ability to write in-depth stories about breaking-news events. Was co-editor of the website, Little Rock Mamas, which was designed for mothers living in central Arkansas. Also wrote a parenting column, "Forces of Nature."

San Antonio Express-News

September 2004-September 2005

Enterprise reporter

Wrote an investigative series about Texas Child Protective Services. The stories and photos were later used by agency officials in a presentation to the Texas Legislature when requesting additional funding and an overhaul of the system.

Arkansas Democrat-Gazette

Reporter

August 1999-September 2004

Assigned to the state desk. Reported on breaking news, crime, education, city and county affairs. Also covered the Little Rock Zoo and the Arkansas Department of Parks and Tourism. Livingston Award winner (2004). Also placed first in the ASNE awards for "Caught in the Web" series.

The Beaumont-Enterprise

Reporter/City Editor

July 1997-August 1999

Covered several counties as a state reporter. Also served as city editor on Friday nights and as otherwise needed.

Odessa American

July 1995 to July 1997

Worked as a courts reporter and regional reporter. Promoted to Night City Editor in 1996. Assigned stories, edited copy and supervised a staff of six reporters.

The Lubbock Avalanche-Journal

July 1994-July 1995

Worked as a reporter in a one-man bureau in the Texas Panhandle. Covered everything from school board meetings to capital murder trials. Also wrote narrative stories about migrant children and their families.

The Corpus Christi Caller-Times

July 1993-July 1994

Worked as a copy editor and page designer. Edited stories and used news judgment to decide how prominently such stories should be played. Designed and signed off on pages before the newspaper went to press.

Education

University of North Texas. Bachelor of arts in print journalism, August 1993. Minored in political science.

Volunteer experience

Girl Scouts North Hills Service Unit

Public relations, marketing, 2010-2013

Arranged for media coverage of Girl Scout events. Gave on-camera interviews and appeared on television morning shows. Also helped coordinate and run multi-troop events.

Girl Scout Troop Leader

2009-2016

Led troop of 12 girls.

Dr. Charles C. Stein, P.E., CEFPI
Resume
August 2016

Education

- Doctor of Engineering, Engineering Management
Southern Methodist University, 2004
- Master of Science, Water Resources Planning
Colorado State University, 1975
- Bachelor of Science, Civil Engineering
University of Arkansas, 1971

- Cum Laude Graduate, Hall High School, Little Rock School District, 1967

Work Experience

July 2015 – Present

- Consultant, School Facility Planning
 - Jacksonville-North Pulaski, Bryant, Bauxite, Berryville, and Springdale School Districts; Arkansas Public School Resource Center
 - Provide Master Plan and Partnership Program project application advice, assistance, and support
 - Perform suitability analysis optimizations to maximize state funding

August 2010 – June 2015

- Director, Division of Public School Academic Facilities & Transportation
 - Oversee state school facilities planning and construction program of \$1 billion state funding in nine years as part of \$2 billion construction program by school districts
 - Provide technical, financial, and legal consulting advice to 240 school districts

August 2005 – July 2010

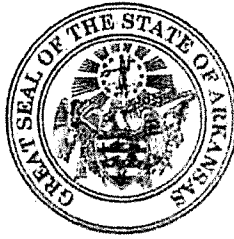
- Assistant Director, Division of Public School Academic Facilities & Transportation
 - Developed Rules and Division processes to implement Arkansas school facilities program

1971 – August 2005

- 34 years with US Army Corps of Engineers, Little Rock District
 - Deputy Chief, Operations Division
 - Deputy Chief, Engineering and Construction Division
 - Project Manager, Programs and Project Management Division
 - Study Manager, Planning Division
 - Civil/Hydraulic Engineer

Licenses/Certifications

- Registered Professional Engineer, Arkansas, 1976
- Project Management Professional (retired status), Project Management Institute, 1995
- Certified Educational Facility Planner, CEFPI, 2013



STATE OF ARKANSAS
ASA HUTCHINSON
GOVERNOR

April 4, 2018

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

Dear Madam Secretary:

On behalf of the State of Arkansas, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas continues its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.


As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

In the days ahead, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As Governor, I give my full support of the Arkansas Public School Resource Center's grant application.



Asa Hutchinson

500 WOODLANE STREET, SUITE 250 • LITTLE ROCK, AR 72201



PR/Award # U282A180006

Page e108



TIM GRIFFIN
LIEUTENANT GOVERNOR

April 4, 2018

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

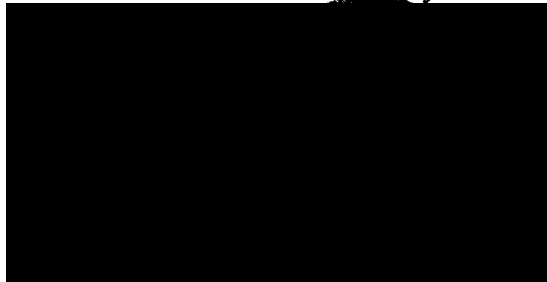
Dear Secretary DeVos,

I am pleased to write in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

I strongly believe parents need choices and options that fit the individual needs of their children. Arkansas depends on a vast array of educational options, including charters, to deliver quality, variety, and innovation. Much of the infrastructure needed to meet our state's educational needs already exist, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the State of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has my enthusiastic support in its work on behalf of Arkansas charter schools. Please do not hesitate to contact my office at (501) 682- 2144 if I can ever be of service to you.





Arkansas Department of Education

Transforming Arkansas to lead the nation in student-focused education

Johnny Key
Commissioner

April 11, 2018

State Board
of Education

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

Dr. Jay Barth
Little Rock
Chair

Dear Secretary DeVos:

Joe Black
Newport
Vice Chair

On behalf of the Arkansas Department of Education, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

Susan Chambers
Bella Vista

As Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

Charisse Dean
Little Rock

Dr. Fitz Hill
Little Rock

Ouida Newton
Poyen

Mireya Reith
Fayetteville

R. Brett Williamson
El Dorado

Diane Zook
Melbourne

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of the Arkansas Department of Education in its work on behalf of Arkansas charter schools.

Four Capitol Mall
Little Rock, AR
72201-1019

Sincerely,

ArkansasEd.gov

An Equal
Opportunity
Employer

Commissioner of Education

REPRESENTATIVE

Jeremy Gillam
SPEAKER OF THE HOUSE
1825 Missile Base Road
Judsonia, Arkansas 72081-9169



DISTRICT 45

Counties:
Part White

COMMITTEES:

Judiciary
Juvenile Justice/Child Support
Subcommittee

City, County and Local Affairs
Planning Subcommittee

House Management



STATE OF ARKANSAS

House of Representatives

April 13, 2018

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

Dear Secretary DeVos:

As Speaker of the Arkansas House of Representatives, I am pleased to write this letter of support for the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

Arkansas's charter school sector has become increasingly central to the state's commitment to enhance educational opportunities for all students. The CSP State Educational Agencies Grant has had a considerable positive impact on the growth and improvement of the charter school movement in Arkansas. Because the state is currently at a critical juncture within the charter school movement, this grant is more important than ever before. Many highly respected charter organizations have indicated an interest in opening schools in communities where children have been historically underserved, creating opportunities for continued advancement.

Quality education in Arkansas will depend on a selection of great schools, including charters, which will deliver quality, variety, and innovation at scale. Much of the necessary infrastructure already exists, and efforts to achieve this goal are already underway. However, Arkansas must continue its push for more high-quality charter school options statewide and strive for greater accountability in its existing charter schools.

04/13/2018

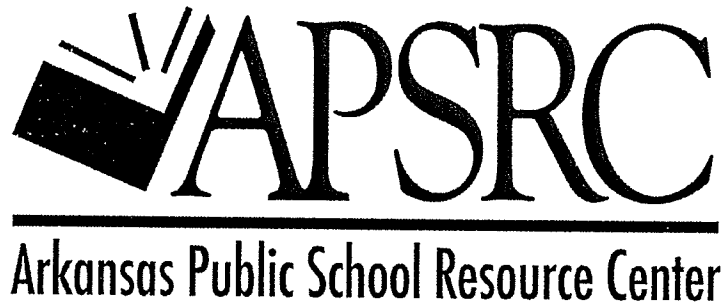
2

The CSP Grants to State Entities competition is crucial to the state of Arkansas's mission to cultivate the selection of great schools necessary to provide a high-quality education to students throughout the state. As such, the APSRC has my full support. I thank you for your time and thoughtful consideration of Arkansas Public School Resource Center.

Sincerely,

A large black rectangular redaction box covering the signature of Jeremy Gillam.

Jeremy Gillam
Speaker of the House
District 45



Senator Jane English
District 34, Arkansas
Chairman of the Education Committee

Representative Bruce Cozart
District 24, Arkansas
Chairman of the Education Committee

April 13, 2018

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

Dear Secretary DeVos,

On behalf of the organization name, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of the organization name in its work on behalf of Arkansas charter schools.

Sincerely,

WALTON FAMILY
FOUNDATION

April 10, 2018

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

Dear Secretary DeVos,

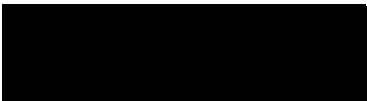
On behalf of the Walton Family Foundation, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of the Walton Family Foundation in its work on behalf of Arkansas charter schools.

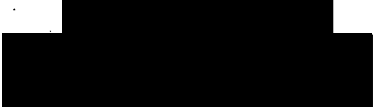
Sincerely,



Senior Program Officer
Arkansas Education

MICHAEL K. WILSON

**ATTORNEY AT LAW
201 MILITARY
JACKSONVILLE, ARKANSAS 72076**



April 2, 2018

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

Dear Secretary DeVos,

I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of the Arkansas Public School Resource Center in its work on behalf of Arkansas charter schools.

Sincerely,





ScholarMade

April 16, 2018

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

Dear Secretary DeVos,

On behalf of Scholarmade Achievement Place, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Scholarmade Achievement Place, Inc. in its work on behalf of Arkansas charter schools.

Best regards.



Phillis Nichols Anderson, Ed.D.
Founder and Chief Executive Officer
ScholarMade Achievement Place



SCHOLARMADE ACHIEVEMENT PLACE
Physical Address: 2406 Larkins Street | Little Rock, AR 72209
Mailing Address: P.O. Box 55300 | Little Rock, AR 72215
www.scholarmade.org

ResponsiveEd

April 16, 2018

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

Dear Secretary DeVos,

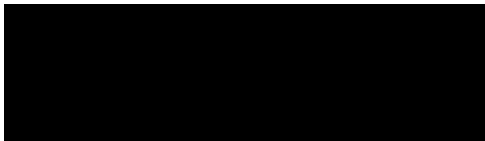
On behalf of Responsive Education Solutions, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

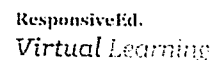
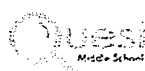
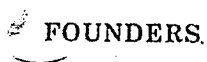
As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Responsive Education Solutions in its work on behalf of Arkansas charter schools.

Sincerely,



Chuck Cook, Chief Executive Officer
Responsive Education Solutions



ResponsiveEd.com • P.O. Box 202770, Louisville, TN 37020 • Phone: 972.310.2603 • Fax: 972.315.0500

April 16, 2018

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

Dear Secretary DeVos,

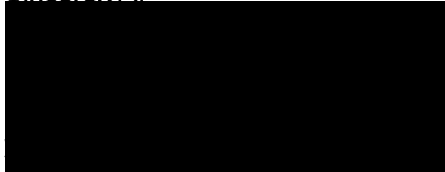
On behalf of LISA Academy, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of LISA Academy in its work on behalf of Arkansas charter schools.

Sincerely,

A large black rectangular redaction box covering the signature area.

Lighthouse Academies, Inc.

April 16, 2018

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

Dear Secretary DeVos,

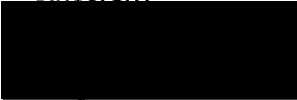
On behalf of Lighthouse Academies, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Lighthouse Academies in its work on behalf of Arkansas charter schools.

Sincerely,



Khori Whittaker, President and Chief Executive Officer
Lighthouse Academies

Challenge + Arts Infusion = Transformative Opportunities

29140 Chapel Park Drive, Bldg. 5A · Wesley Chapel, FL 33543 · Tel 800.901.6943
www.lighthouse-academies.org



HAAS HALL ACADEMY

STARR SCHOLAR CENTER

3880 NORTH FRONT STREET

FAYETTEVILLE, AR 72703 5130

(479) 966 4930 | (479) 966 4932 - FAX | HAASHALL.ORG

EVERY SCHOLAR. EVERY DAY - COLLEGE BOUND

April 16, 2018

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

Dear Secretary DeVos,

On behalf of Haas Hall Academy, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Haas Hall Academy in its work on behalf of Arkansas charter schools.

Sincerely,

Dr. Martin W. Schoppmeyer, Jr.
Founder and Superintendent
Haas Hall Academy

HAAS HALL ACADEMY DOES NOT DISCRIMINATE ON THE BASIS OF SEX, NATIONAL ORIGIN, RACE,
ETHNICITY, RELIGION, DISABILITY OR ATHLETIC ELIGIBILITY



April 16, 2018

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

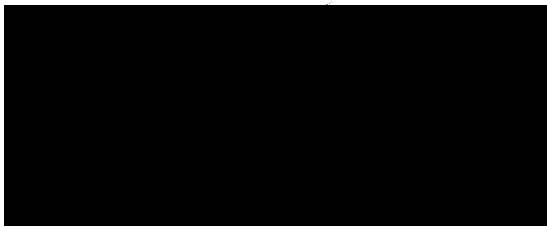
Dear Secretary DeVos,

On behalf of the eSTEM Public Charter Schools, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of eSTEM Public Charter Schools in its work on behalf of Arkansas charter schools.



200 Rivermarket Ave., Suite 225 * Little Rock, AR 72201 * Phone (501) 324-9200



**Friendship Aspire Academy
Public Charter School**
PINE BLUFF

April 16, 2018

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

Dear Secretary DeVos,

On behalf of the Friendship Education Foundation, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of the Friendship Education Foundation in its work on behalf of Arkansas charter schools.

Sincerely,

Joe Harris
COO & National Executive Director
Friendship Education Foundation



DEMOCRACY PREP PUBLIC SCHOOLS

Work Hard. Go to College. Change the World!

April 2, 2018

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

Dear Secretary DeVos,

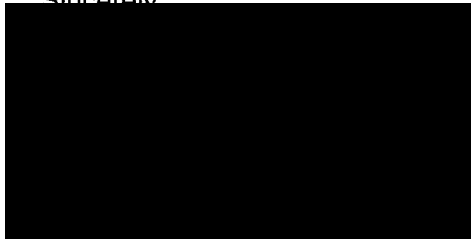
On behalf of Democracy Prep Public Schools, I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

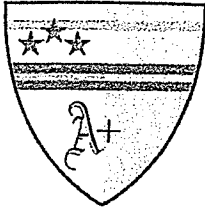
As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically under-served communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Democracy Prep Public Schools in its work on behalf of Arkansas charter schools.

Sincerely,





ACADEMICS PLUS CHARTER SCHOOLS, INC.

600 Edgewood Drive
Maumelle, AR 72113



April 16, 2018

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

Dear Secretary DeVos,

On behalf of Academics Plus Charter Schools, Inc. I am pleased to write this letter in support of the Arkansas Public School Resource Center (APSRC) as it applies for the federal Charter Schools Program (CSP) Grants to State Entities competition.

As the State of Arkansas has continued its steadfast commitment to enhancing educational opportunities for all students, the charter school sector has become increasingly central to that effort. In years past, the CSP State Educational Agencies Grant had a considerable impact on the growth and improvement of the charter school movement in Arkansas; however, the state is now at a critical juncture concerning the positive continuation of that impact. Many students in Arkansas, especially those living in historically underserved communities, remain in dire need of access to excellent educational opportunities. At the same time, several highly respected charter organizations have indicated an interest in opening schools in those communities.

As the state pursues its vision of providing excellent options to fit the individual needs of all children, Arkansas will depend on a portfolio of great schools - including charters - to deliver quality, variety, and innovation at scale. Much of the infrastructure needed to carry out this vision already exists, and efforts to achieve this vision are already underway. However, Arkansas must continue to push for more high-quality charter school options statewide and to strive for greater accountability for its existing charter schools.

Moving forward, the CSP Grants to State Entities competition will be crucial to the state of Arkansas in its mission of fostering more high-quality school choices throughout the state. As such, the APSRC has the enthusiastic support of Academics Plus Charter Schools in its work on behalf of Arkansas charter schools.

Sincerely,



Rob McGill
Executive Director

PRODUCING HIGH PERFORMERS!

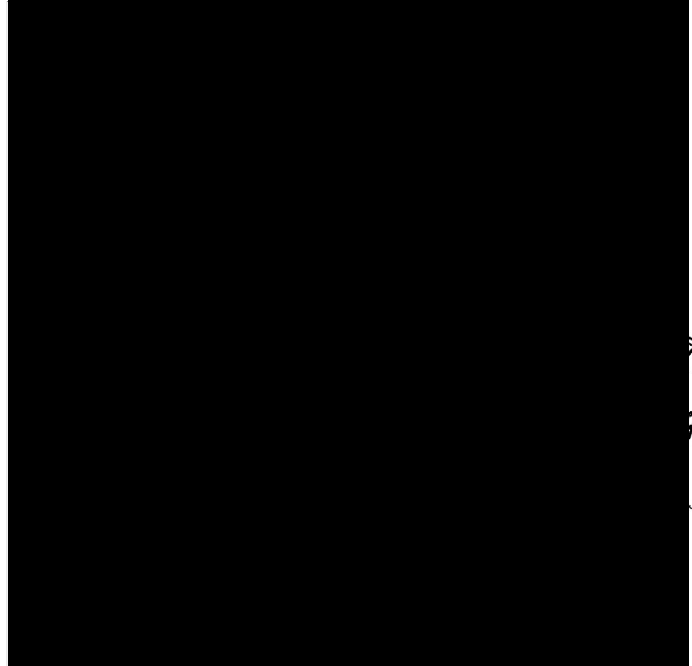
APPENDIX D

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

DEPARTMENT OF THE TREASURY

Date: **APR 23 2009**

ARKANSAS PUBLIC SCHOOL RESOURCE
CENTER INC
1401 W CAPITOL STE 435
LITTLE ROCK, AR 72201-2905



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)

ARKANSAS PUBLIC SCHOOL RESOURCE



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

APPENDIX E

PROPRIETARY INFORMATION

None.

APPENDIX F – CHART OF COLLABORATIVE PARTNERS

COLLABORATIVE PARTNERSHIPS CRITICAL TO CSP IMPLEMENTATION

APSRC

1. Charter Development Director*
2. Grants Specialist*
3. Finance Team*
4. Teaching & Learning Team
5. Legal Team
6. Facilities Team
7. Communications Director*
8. Charter Advisory Committee*
9. CSP Subgrant Committee

ADE

1. Charter Unit*
2. School Improvement Unit
3. Standards Monitoring Unit
4. Finance Division

Authorizers

1. Charter Authorizing Panel*
2. SBE

External Partners

1. NACSA
2. Walton Family Foundation
3. Division of Legislative Audit

*All representatives on the CSP Design Team

APPENDIX F – CMO RECRUITMENT MATERIALS

CMO Expansion Selection Rubric

CMO Name: _____

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

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

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

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

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

Composite Score	
-----------------	--



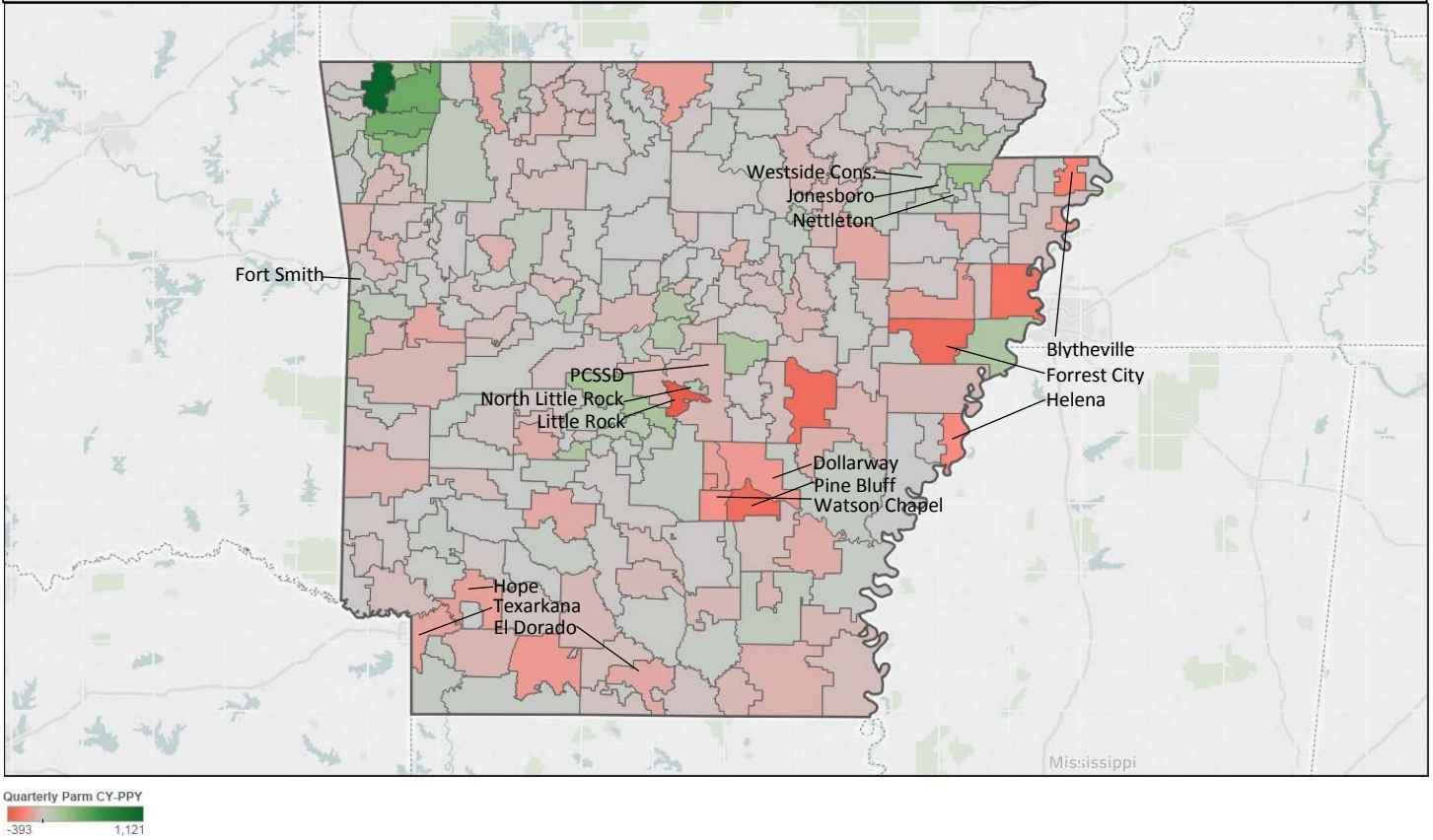
ARKANSAS CHARTER SCHOOL DEVELOPMENT
PRIORITY GROWTH REGIONS
2016-17 & BEYOND

The State of Arkansas boasts a number of unique resources designed to incentivize charter school growth in locales both metropolitan and rural. Of course, most recognizably, Arkansas is home to the Walton Family Foundation (WFF), which is the foremost philanthropic supporter of charter school development nationwide. However, the WFF is not the only advantage the state holds—with a very regionally competitive per pupil allocation that typically amounts to roughly \$9,500 with categorical funds included (base funding of \$6,646) and annually replenished charter school facilities funding that tops \$500 per student, the state has unequivocally thrown its weight behind charter school development as well.

Currently, the state features a growing body of 24 approved open-enrollment charter schools with over 50 campuses collectively. Among the charter community are some recognizable national charter management organizations such as KIPP, ResponsiveEd, and Lighthouse. However, the market is nowhere near saturated; in fact, charter school student enrollment only comprises a meager 3% of the state public school student enrollment of over 477,000. With waitlists exceeding 11,000 students annually, and with the perpetual failure of some of the state's districts that serve the nation's most historically impoverished communities, the state is in dire need of more high-quality educational options. For this reason, the Arkansas Public School Resource Center—with support from the Walton Family Foundation—is actively recruiting a shortlist of key charter management organizations from across the country to launch new schools in Arkansas. This document is built to highlight some of the state's prime markets for growth based on need and resources available.

On the next page, a map has been provided to show the districts that are highlighted in this summary as well as the overall trend of student growth/loss over the past three academic years in each district statewide. Such information, paired with the regional district profiles that follow should serve as helpful guides to further exploration when determining a potential fit for growth.

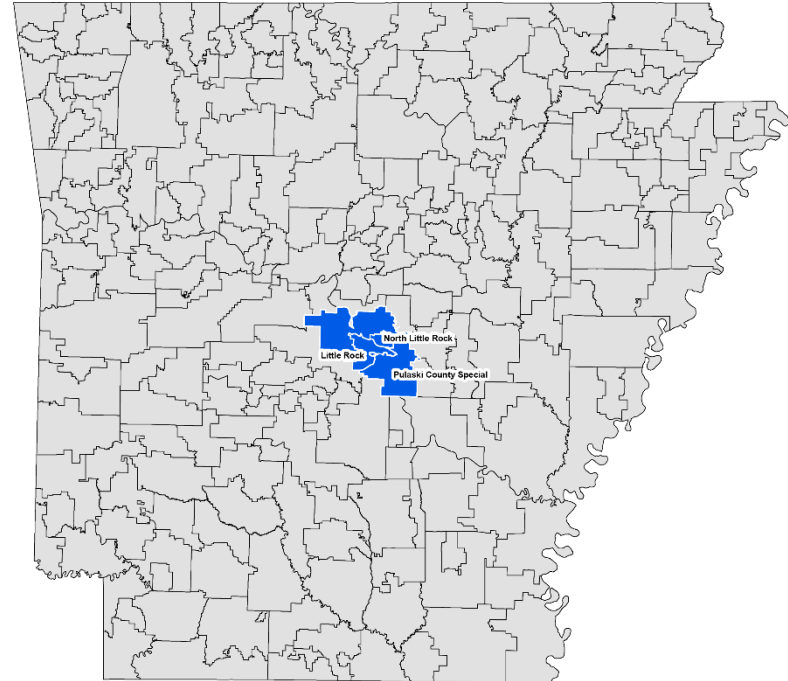
Arkansas District Student Attrition Map
FY 15-17



A. SUMMARY

The Little Rock area is the largest metropolitan area in the state, hailing from Pulaski County, which has a population of roughly 393,000. For purposes of this profile, the metropolitan area is defined by the boundaries of the Little Rock School District, the North Little Rock School District, and Pulaski County Special School District. The metropolitan area features market conditions that can be advantageous to any resourceful charter management organization. From a cultural perspective, the Little Rock area offers a city of rich national history—including the site of the Little Rock Nine, one of the nation’s most famous school desegregation efforts—coupled with a burgeoning movement to become one of the nation’s preeminent business innovation centers. In fact, Little Rock has recently been ranked the second most diverse economy in the nation according to Moody’s Investment Service and is consistently among the cities with the lowest cost of living nationwide.

However, despite the area’s strong economic indicators, many families—especially those living in the city’s lower socioeconomic communities—have been mired in underperforming schools for generations. In fact, until recently two of the three school districts in the metropolitan area were under state takeover for academic underperformance. Given the outsize number of students in struggling schools, the need for better options in the area is among the most urgent in the state.



B. REGIONAL RESOURCES

Through the Little Rock Regional Chamber of Commerce, the business community has demonstrated a deep commitment to improving educational opportunities throughout the metropolitan area, and several education-focused initiatives have emerged from that commitment, including the Be Pro, Be Proud movement and the state’s Forward Arkansas initiative. Likewise, many local businesses and franchises have invested resources into improving educational opportunities throughout the region as well, often partnering with charter schools and the district to provide wrap-around services and free professional development opportunities.

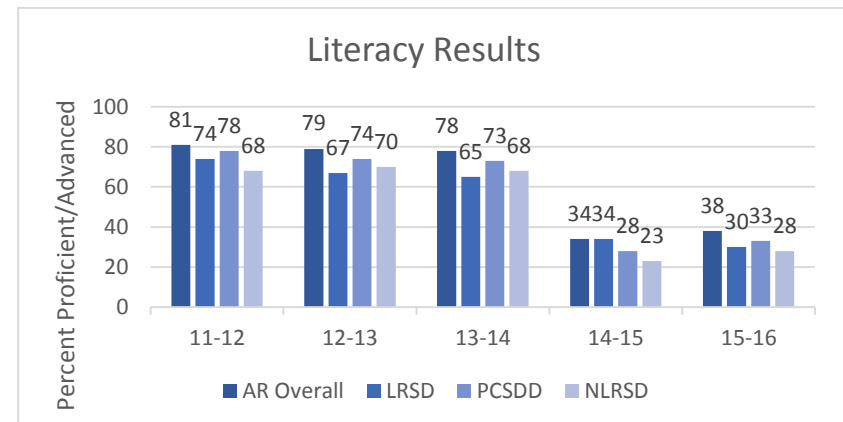
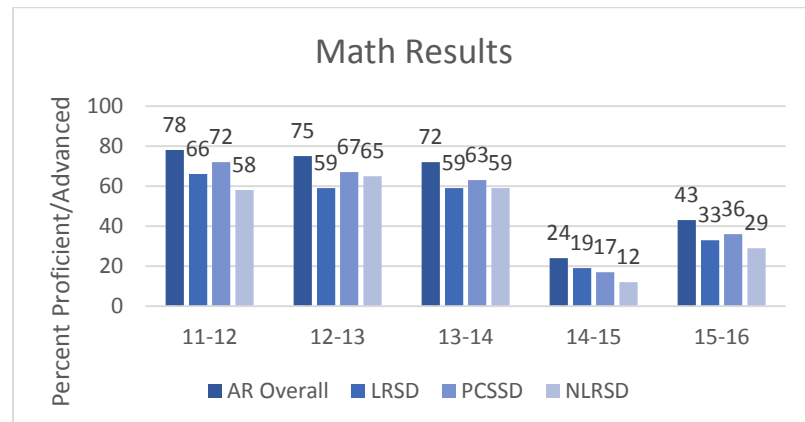
In addition to its dedicated business community, Little Rock is home to seven higher education institutions, including the University of Arkansas – Little Rock. Only a short distance west of Little Rock, the city of Conway hosts three more four-year colleges, including Hendrix College, an independent liberal arts institution.

C. DISTRICT PROFILES

	Little Rock SD	Pulaski County Special SD	North Little Rock SD	Charter Schools	Total
Number of Schools (K-12)	42	33	11	12 (21 campuses)	98 (107 campuses)
Schools Closed in Past 5 Years	1	2	8	1	12
Enrollment	22,759	12,199	8,405	7,368	50,731
3 Year Enrollment Trend (FY14-16)	-604 students	-30 students*	-171 students	+1,641 students	-628 students
Free/Reduced Lunch	70%	54%	73%	50%	--
District Accountability Status	Under state control 8 Priority Schools 15 Focus Schools	Needs Improvement 4 Priority Schools 4 Focus Schools	Needs Improvement 3 Focus Schools	3 Priority Schools	Needs Improvement 15 Priority Schools 22 Focus Schools

*Does not include students lost to Jacksonville North Pulaski School District detachment (two-year attrition data from 2014-15 to 2015-16)

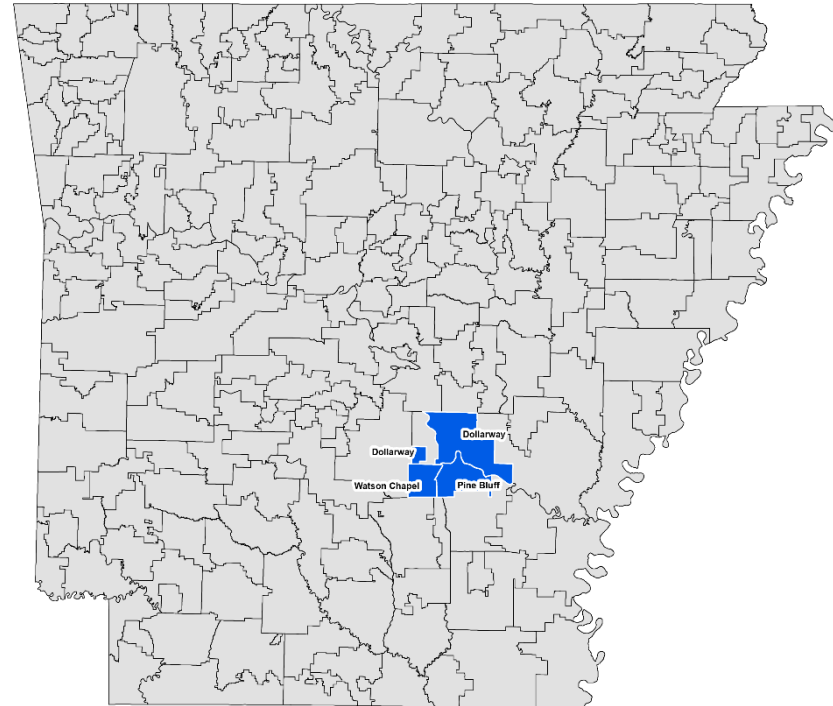
D. STATE ASSESSMENT DATA



A. SUMMARY

The Greater Pine Bluff area encompasses Pine Bluff School District as well as a few surrounding districts, specifically including Dollarway and Watson Chapel. Located in Jefferson County, the area is home to roughly 77,000 people and is approximately one hour south of Little Rock. The data in the sections that follow demonstrate that not only has the Pine Bluff area suffered from significant academic underperformance in its local districts over the past several years, but the community as a whole has also struggled with attrition in its student-aged population. However, despite its current circumstances, the Pine Bluff area has opportunities for improvement in potential partnerships with the University of Arkansas—Pine Bluff and its strong business and industry partnerships, as well as the current community development efforts underway.

In short, the city and its outlying areas are in dire need of better educational options. Yet, despite its struggles, the community holds tremendous opportunities for growing charter organizations to positively impact one of the state's most historic areas. Entrepreneurial networks should look to lean on the economic and higher educational resources at hand in the region and to capitalize on some of the local development efforts already underway.



B. REGIONAL RESOURCES

Pine Bluff is home to the University of Arkansas-Pine Bluff, which is a registered historically black university enrolling approximately 3,000 students. The city is also home to Southeast Arkansas College, which is a two-year college preparing students to obtain industry certification and associate's degrees.

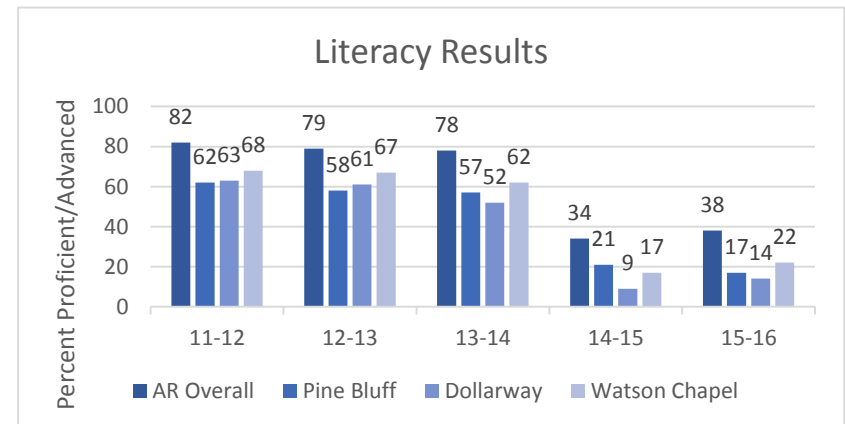
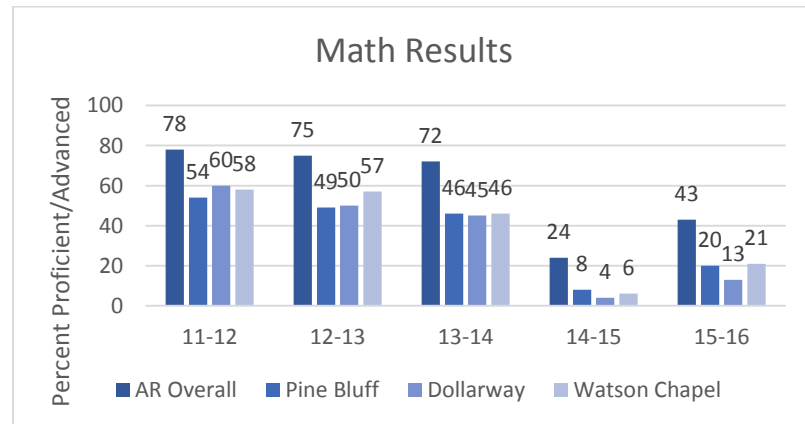
Combined with devoted community partners such as the Pine Bluff Area Community Foundation, the Pine Bluff Regional Chamber of Commerce, and the heralded non-profit, Targeting Our People's Priorities with Service (TOPPS, Inc.), the regional support system is robust and eager to assist in worthy endeavors. Additionally, the region features the following partners that have demonstrated a commitment to social service through various initiatives impacting public education, such as the Go Forward Pine Bluff initiative:

- Simmons Bank
- Relyance Bank
- The Walton Family Foundation

C. DISTRICT PROFILES

	Pine Bluff SD	Dollarway SD	Watson Chapel SD	Charter Schools	Total
Number of Schools (K-12)	7	3	5	2	17
Schools Closed in Past 5 Years	3	2	0	0	5
Enrollment	3,912	1,202	2,591	421	8,126
3 Year Enrollment Trend (FY14-16)	-318 students	-149 students	-172 students	+11 students	-628 students
Free/Reduced Lunch	100%	99%	74%	98%	--
District Accountability Status	Needs Improvement Academic Distress 3 Priority Schools 3 Focus Schools	Under state control Needs Improvement Academic Distress 2 Priority Schools	Needs Improvement Academic Distress 1 Priority School	Needs Improvement 1 Priority School	Needs Improvement 7 Priority Schools 3 Focus Schools 0 Achieving Schools

D. STATE ASSESSMENT DATA



A. SUMMARY

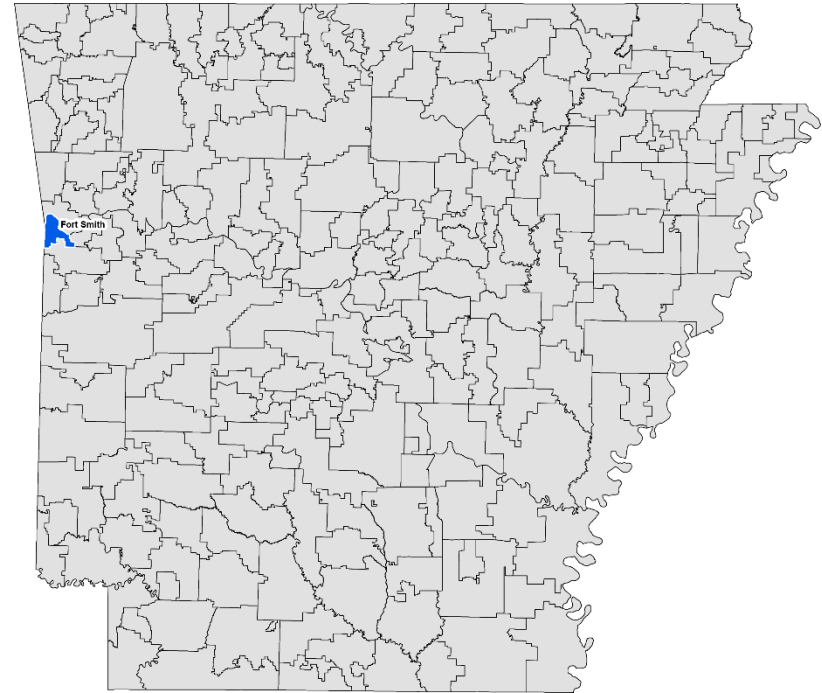
With a population of nearly 90,000 citywide, Fort Smith is the second largest city in the state of Arkansas and has one of the largest school districts statewide as well. However, the Fort Smith School District has struggled academically—especially in its schools with the highest poverty indexes—for years. While its schools with lower percentages of students qualifying for free/reduced lunch generally achieve on par with the state average, in the lower socioeconomic sections of the city, the district has 2 schools performing in the bottom 5% of the state and 1 in the bottom 10%. The troubling achievement gap has produced a population of families desperately needing better options, subsequently leading to the development of the city’s first charter in the Fall of 2016.

With a business community that has shown a willingness to bootstrap charter development, and with access to numerous postsecondary and cultural institutions, a growing charter network could find ample resources to build a high-quality program for the neediest students in Fort Smith.

B. REGIONAL RESOURCES

As a regional manufacturing hub, Fort Smith has long been a producer of high-quality technical and advanced professional careers. In recent years, the technology industry has also seen significant growth citywide and has led to the development of higher paying opportunities and a slight growth in regional population. Among the business community, a roundtable of local business leaders have shown steadfast commitment to philanthropically and politically supporting the launch of new school options for Fort Smith’s most underserved students.

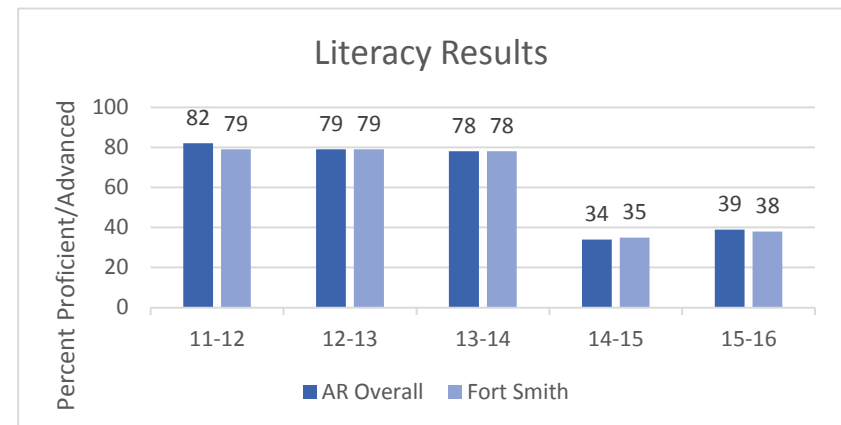
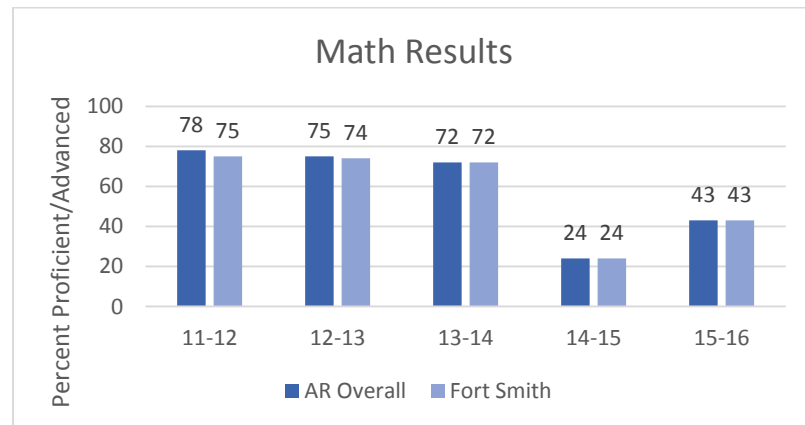
In addition to its pool of willing business partners, the city is home to the University of Arkansas—Fort Smith as well as several institutions of cultural learning (see Fort Smith Regional Art Museum, Fort Smith Museum of History, and Fort Smith Symphony, among others). These assets, leveraged with the Sebastian-Crawford Community Development Council and the Fort Smith Chamber of Commerce can be powerful community bedrocks for a new charter organization.



C. DISTRICT PROFILES

	Fort Smith SD	Charter Schools	Total
Number of Schools (K-12)	26	1	27
Enrollment	14,341	70	14,411
3 Year Enrollment Trend (FY14-16)	+24 students	+70 students	+94 students
Free/Reduced Lunch	72%	53%	--
District Accountability Status	Needs Improvement 2 Priority Schools 1 Focus School	N/A – first year of operation	Needs Improvement 2 Priority Schools 1 Focus School

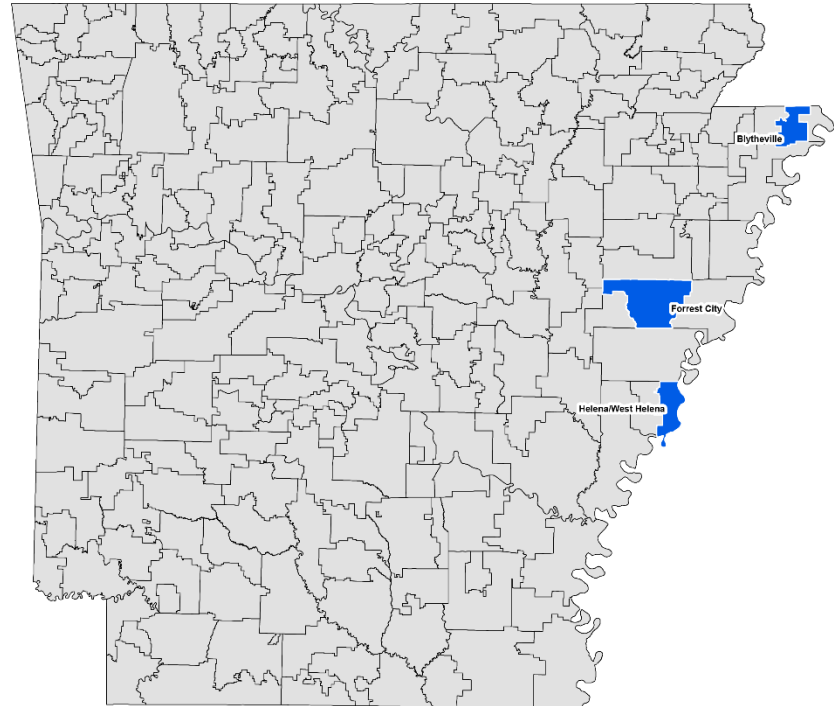
D. STATE ASSESSMENT DATA



A. SUMMARY

One of the poorest regions of the United States, the Arkansas Delta is a landscape and economy dominated by agriculture. As it has been well-documented, the Delta also has some of the lowest population densities in the country, sometimes at less than 1 person per square mile. The diminished population and employment base has led to economic depression, causing a domino effect of threadbare infrastructure and a school system plagued with perpetual academic failure. In Forrest City, the entire district has been labeled in Academic Distress, and in Helena / West-Helena, Central High School is in Academic Distress. Additionally, the northernmost district in this profile—Blytheville School District—has been labeled as an entire district in Academic Distress.

For purposes of charter growth strategy, this profile focuses on a few districts within the Delta that have undeniable need for better educational options as well as a population density that may be sufficient to support a local charter school or, for that matter, a regional network of charter schools. The academic performance or lack thereof of these school systems is largely indicative of academic performance throughout the Delta, and as the data suggest, Delta students need high-quality schools with an urgency that rivals any other region in the state.



B. REGIONAL RESOURCES

The Arkansas Delta is either regionally proximate or home to several colleges and universities, both two- and four-year institutions. In nearby Jonesboro, Arkansas State University is one of the largest postsecondary institutions in the state. Likewise, Southeast Arkansas and University of Arkansas-Pine Bluff are within short driving distance from each district listed herein, in addition to several nearby community colleges.

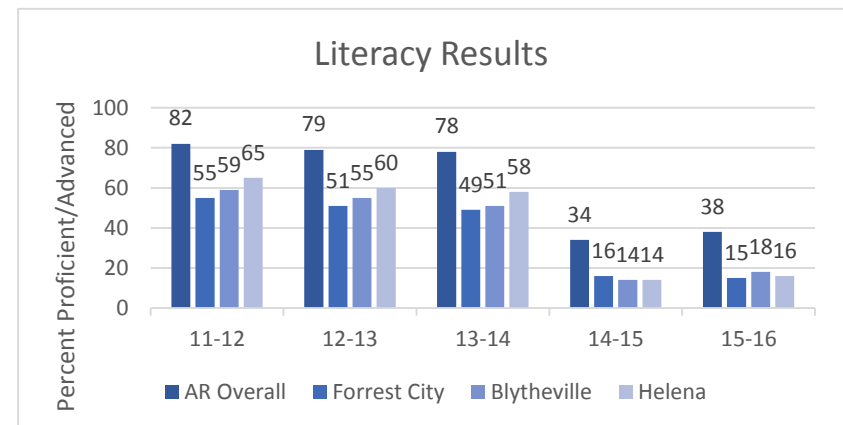
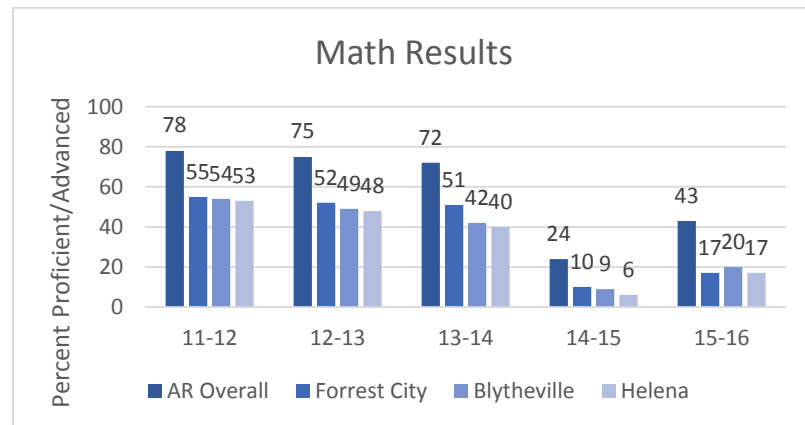
Moreover, from a community development standpoint, there are a few initiatives and resources on hand to support improvements in the Delta. Of course, the Walton Family Foundation has been a significant supporter of KIPP: Delta's charter growth strategy in the region, but also the Arkansas Community Foundation and the Arkansas Delta Endowment for Building Community are possible resources that could be leveraged by a prospective charter network interested in working in the Delta.

C. DISTRICT PROFILES

	Forrest City SD	Blytheville SD	Helena / West-Helena SD	Charter Schools	Total
Number of Schools (K-12)	5	4	3	6	18
Schools Closed in Past 5 Years	0	3	2	0	5
Enrollment	2,262	2,111	1,391	1,390*	7,154
3 Year Enrollment Trend (FY14-16)	-406 students	-237 students	-195 students	+66 students	-772 students
Free/Reduced Lunch	100%	100%	100%	98%	--
District Accountability Status	Needs Improvement Academic Distress 3 Priority Schools 2 Focus Schools	Needs Improvement Academic Distress 2 Priority Schools 2 Focus Schools	Needs Improvement Academic Distress 1 Priority School	Needs Improvement	Needs Improvement 6 Priority Schools 4 Focus Schools

*Data for entire KIPP: Delta region, which includes the Blytheville campus

D. STATE ASSESSMENT DATA



A. SUMMARY

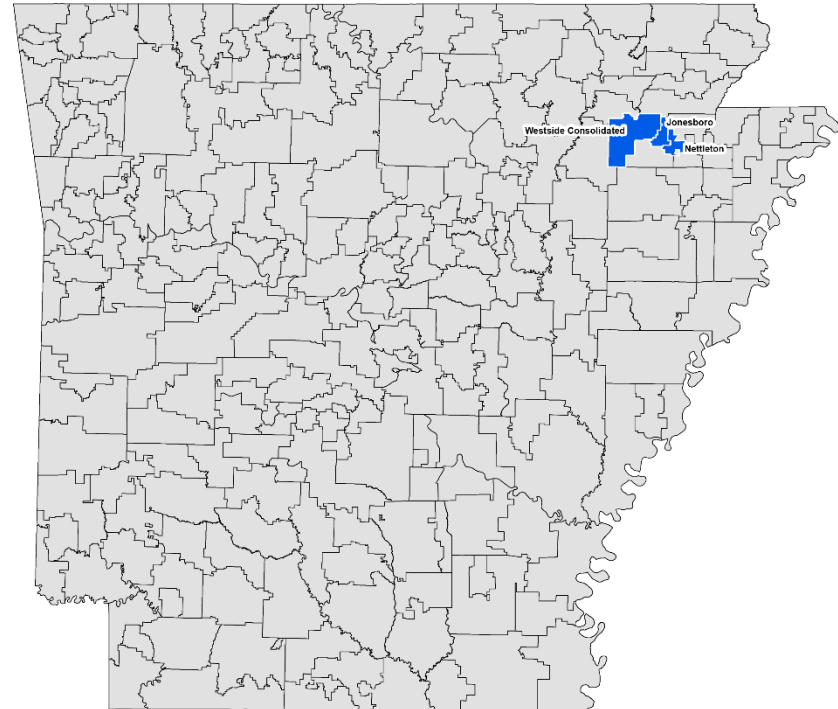
Jonesboro encompasses the Jonesboro School District (SD) as well as a few surrounding districts, namely Nettleton SD and Westside Consolidated SD. At first glance, by comparison, the Jonesboro area may appear less burdened with poverty and more academically successful than Pine Bluff or Southwest Little Rock. Nevertheless, the data presented in this profile demonstrate significant need: over 70% of the student population in Jonesboro SD qualify for free/reduced lunch and the district continues to lag behind the state average in academic performance. Perhaps more concerning, however, are the data revealing that the achievement gap in Jonesboro is among the widest in the state.

Yet despite its challenges, the city offers a growing population of over 71,000 as well as direct access to a several colleges and universities, including Arkansas State University. Moreover, the business community in Jonesboro remains strong and could be a strong potential partner for a prospective charter network.

B. REGIONAL RESOURCES

The Jonesboro business community is strong, starting with its economic development efforts run through the local Chamber of Commerce. Local companies include Nestle, Post, Frito Lay, Unilever, and Butterball, among others. If galvanized, the resources that the business industry could bring to bear would be a tremendous asset to any growing charter organization.

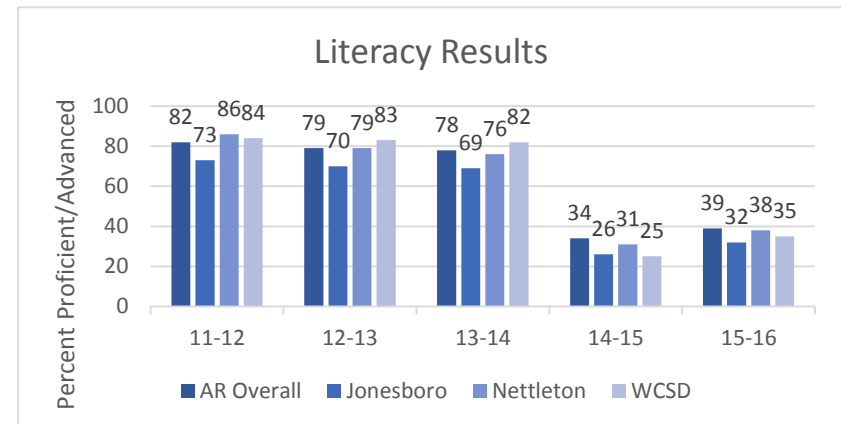
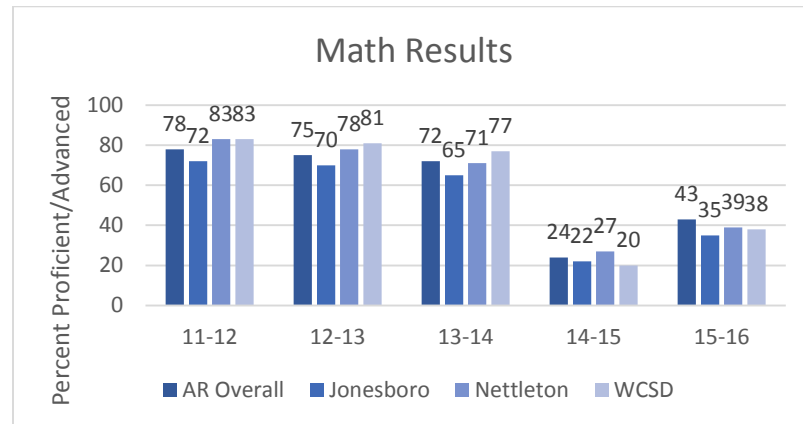
In addition to several technical colleges, Jonesboro is home to Arkansas State University, which enrolls nearly 15,000 students every year. Within a short driving distance, several other public and private universities are present as well. Current philanthropic development initiatives include the Craighead County Community Foundation and The Foundation of Arts.



C. DISTRICT PROFILES

	Jonesboro SD	Nettleton SD	Westside Consolidated SD	Total
Number of Schools (K-12)	9	7	3	19
Enrollment	5,964	3,300	1,737	11,001
3 Year Enrollment Trend (FY14-16)	+89 students	+36 students	+28 students	+153 students
Free/Reduced Lunch	73%	66%	57%	--
District Accountability Status	Needs Improvement 5 Focus Schools	Needs Improvement	Needs Improvement	Needs Improvement 5 Focus Schools 0 Achieving Schools

D. STATE ASSESSMENT DATA



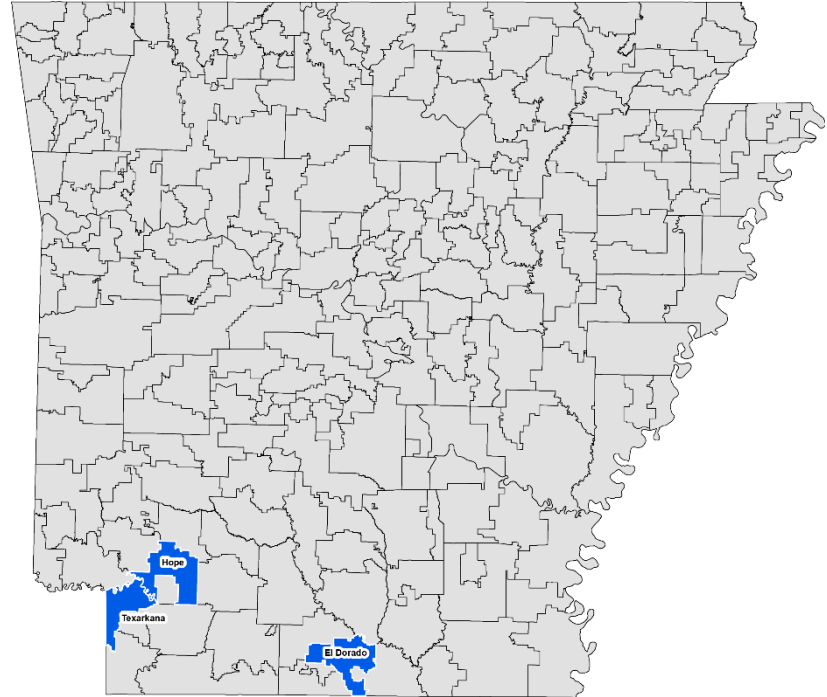
A. SUMMARY

Often referred to as the Arkansas Timberlands, Southwest Arkansas spans nearly twenty counties bordering with Oklahoma to the west, Texas to the southwest, and Louisiana directly south. For purposes of charter school development, this summary focuses on three opportune districts: Texarkana, Hope, and El Dorado. The three cities combined have a population of roughly 60,000 and the districts combined serve nearly 8,000 students every year. However, despite the presence of many attractive resources available at the disposal of the school systems, each of them is losing students at a combined rate of over 100 students per year. With a high presence of students living in poverty and a history of academically underperforming local options, Southwest Arkansas—and particularly the focal districts in this summary—urgently need better options for their most underprivileged students.

As noted below, a unique opportunity exists for growing charter networks to leverage community development initiatives already underway in Southwest Arkansas and build an outstanding regional education program in an otherwise forgotten part of the state.

B. REGIONAL RESOURCES

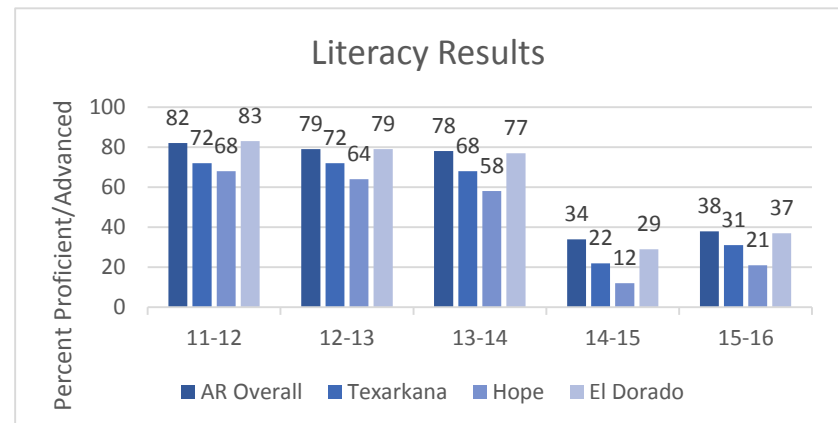
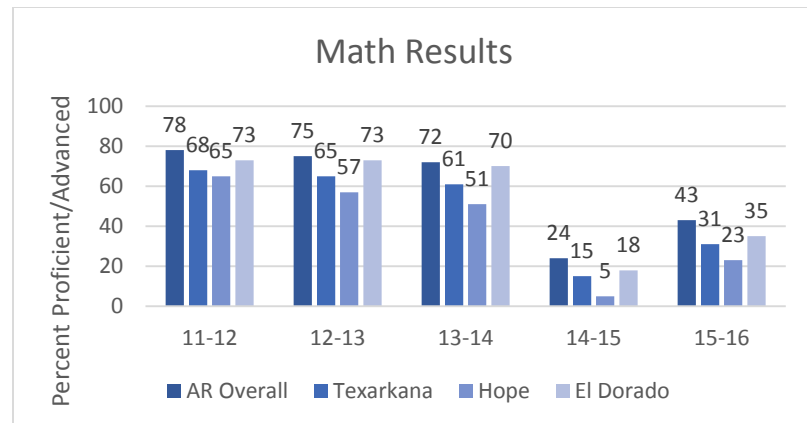
Among the resources available to entrepreneurial charter networks exploring Southwest Arkansas is potential access to one of the most historic and philanthropic local foundations in the nation—the Murphy Foundation, a family foundation of the locally headquartered Murphy Oil Company. The Murphy Foundation, along with Murphy Oil Co., created the El Dorado Promise, which is a guaranteed full-tuition scholarship for all students graduating from El Dorado Public Schools (assuming they attended beginning in at least ninth grade). If leveraged for charter school students and coupled with the community organizations in Texarkana and Hope, a charter school network could find ample resources to buttress Walton Family Foundation support in Southwest Arkansas.



C. DISTRICT PROFILES

	Texarkana SD	Hope SD	El Dorado SD	Total
Number of Schools (K-12)	9	5	7	12
Schools Closed in Past 5 Years	0	0	1	0
Enrollment	4,257	2,349	4,403	7,663
3 Year Enrollment Trend (FY14-16)	-64 students	-152 students	-99 students	-315 students
Free/Reduced Lunch	60%	99%	64%	--
District Accountability Status	Needs Improvement 1 Priority School 2 Focus Schools	Needs Improvement Academic Distress 1 Focus School	Needs Improvement 2 Focus Schools	Needs Improvement 1 Priority School 5 Focus Schools

D. STATE ASSESSMENT DATA



Charter School Recruitment Manual

Growing Quality Arkansas Charter Networks and
Harvesting the Best from Out-of-State

Table of Contents

Mission & Purpose.....	1
Recruitment Approach.....	1
Rationale for Recruitment Approach.....	1
Recruitment Process Overview.....	2
Identifying “The Region”	3
Enlisting Regional Partnerships.....	3
Enlisting Local Partnerships.....	3
Creating a Candidate Pool.....	4
In Arkansas and the Region: Determining Opportunities, Challenges, and Incentives.....	5
Establishing Outreach Strategies.....	7
Application.....	8
Selection.....	8
Developing a Timeline.....	9
Assigning Roles.....	9
Creating and Utilizing Recruitment Tools.....	11
Being Prepared.....	11
Making an Offer.....	11
Appendix	

Mission & Purpose

The Arkansas Public School Resource Center (APSRC) is committed to systemically improving public education. One of the pillars of this mission is the belief that every child should have access to quality school choices. To that end, the APSRC serves as a charter school incubator to facilitate the expansion of highly successful charter school networks within Arkansas and the surrounding region.

The purpose of this recruitment manual is to function as both a toolkit and a compass: First, the recruitment manual will provide a set of tools for the identification, selection, and enlistment of the highest quality charter networks available. Additionally, the recruitment manual offers guidance for recruitment strategies and ensures that all such efforts are mission-aligned.

Recruitment Approach

The role of the APSRC as a charter school incubator is, quite simply, to steward greater access to quality school choices for students in Arkansas and the surrounding region. To achieve this vision, the APSRC has adopted a recruitment approach that bears two fundamentally unique features: (1) the APSRC will pursue and foster the expansion of both in-state and out-of-state successful charter models, and (2) the APSRC will regionalize its recruitment efforts, cultivating a partnership with regional allies to encourage the replication of successful national charter networks in a coalition of neighboring states.

Rationale for Recruitment Approach

Leveraging Internal & External Providers

First and foremost, the APSRC emphasizes quality. Some of the most distinguished charter school networks operate out-of-state or multi-state networks. For example, YES Prep is a Houston-based network that also has a campus in Memphis.ⁱ YES Prep schools are consistently ranked among the best in America, and nearly 75% of alumni are currently enrolled in college or have already earned their degrees. Of course, YES Prep is not the only out-of-state network producing exceptional results for kids.ⁱⁱ To secure the best possible options for students in the region, the APSRC must capitalize on the pool of successful out-of-state charters and harvest some of that external talent.

Likewise, Arkansas is home to many high-quality charter schools as well. At E-Stem Public Elementary School, for example, nearly 85% of students scored proficient in literacy on the Arkansas Benchmark Exam, and over 90% scored proficient in math.ⁱⁱⁱ Similarly, Haas Hall Academy in Fayetteville has been recognized nationally for its remarkable success.^{iv} With such impressive resources available in-state, the APSRC must also leverage the homegrown market to grow local successes throughout the region.

Regionalizing Recruitment Efforts

One of the principal challenges Arkansas faces in its ability to attract and support the expansion of out-of-state charter networks is the largely rural nature of the state.^v However, this challenge is not unique to Arkansas: the surrounding states also have a substantially rural makeup. Of equal detriment are the comparative funding limitations that permeate the entire region.^{vi} These hurdles, which plague most of

the Mid-South, significantly hinder a potential charter network’s ability to establish multiple sites within a single state in this region.

However, the APSRC has adopted a regional recruitment approach, which is specifically designed to mitigate these challenges. By allying with surrounding agencies that share this vision, the APSRC and its neighbors can share resources and offer a regional platform to attract and support the growth of successful charter networks. Regional allies may include, but are not limited to, Oklahoma, Missouri, Tennessee, Mississippi, Louisiana, and Texas. A broad but cohesive coalition such as this can afford interested charters more of the positive qualities of each locale, while alleviating the drawbacks and guaranteeing the support of multiple education organizations along the way. Among the advantages of a regional effort are the following:

- ◆ Access to shared resources
- ◆ A deeper supply of research and information
- ◆ Greater opportunity to operate multiple sites
- ◆ A richer pipeline of human capital
- ◆ Enhanced opportunities for networking and development

Recruitment Process Overview

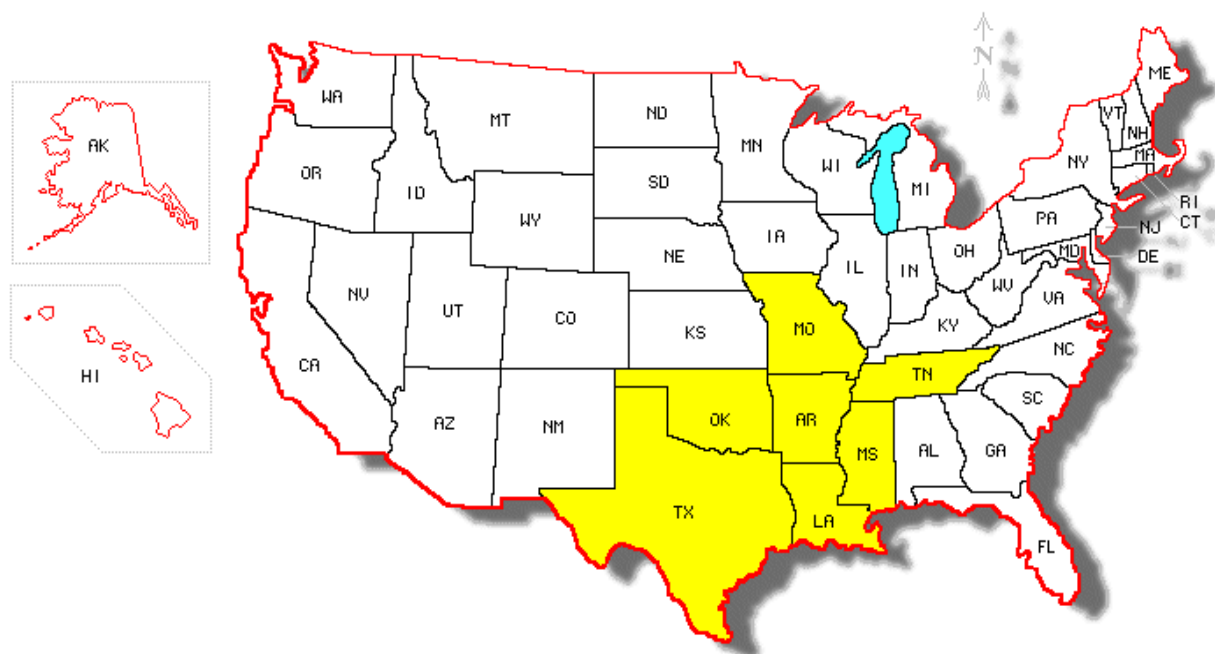
Figure 1



Identifying “The Region”

The states that constitute the region for these purposes (see Figure 2) have been chosen based not only on their relative proximity to one another, but also on factors such as the legal capacity of each to establish new charter schools as well as the level of legislative, administrative, and public support in each for charter schools in general. For example, Alabama is not currently included in the region for these purposes, because Alabama law does not yet permit the establishment of charter schools in the state. As others nearby become more viable for this recruitment plan, they too may be invited to partner.

Figure 2



Enlisting Regional Partnerships

The first step to regionalizing recruitment efforts is to enlist the partnership of organizations in each state within the region that share a similar vision to that of the APSRC. Of course, the APSRC will leverage its existing relationships, such as those with the Walton Family Foundation and the Oklahoma Public School Resource Center (OPSRC) to initiate this regional approach. After initial conversations, the APSRC will convene like-minded organizations from each state to determine where interests may be similar and explore opportunities to partner. Among the most important components of the agreement must be the mutual willingness to share resources and establish comparable incentives to attract charter organizations.

Enlisting Local Partnerships

As with any mission that affects public welfare, these plans too will need local stakeholder buy-in. The APSRC should nurture the support of legislative and state agency partners where appropriate, and

should also identify local organizations that can help potential new charters with startup operations and other issues such as governance, staffing, and sustainability.

Creating a Candidate Pool

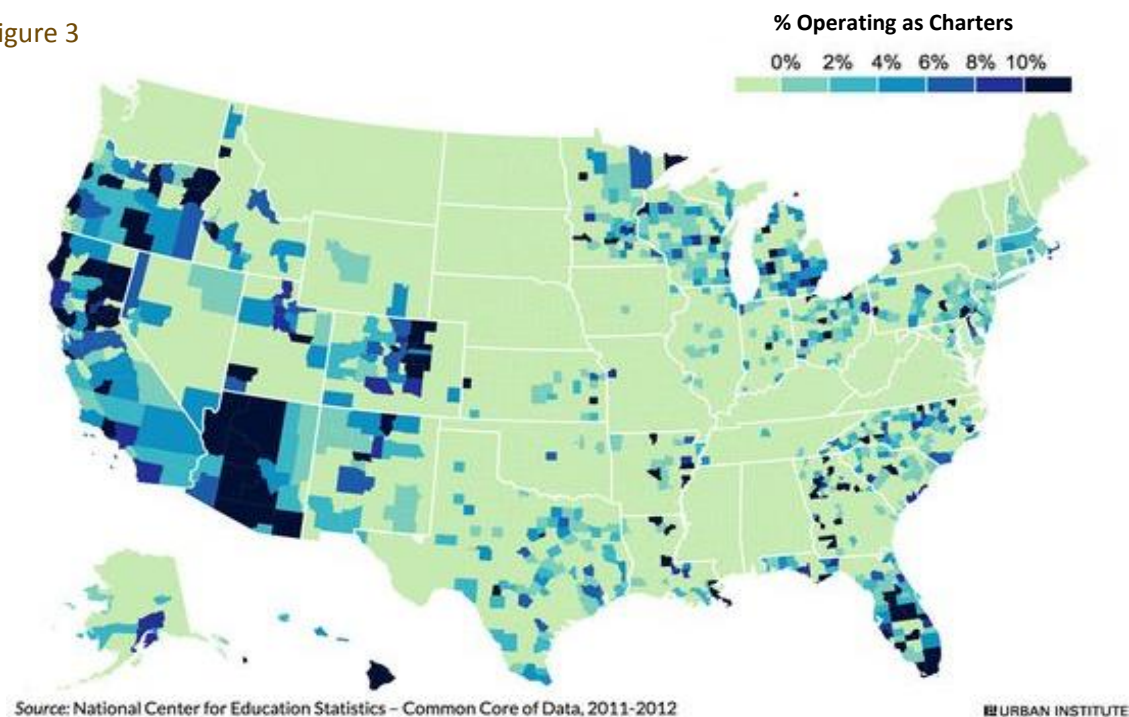
Invariably, the most important quality all potential charter networks must demonstrate to be considered for the incubator is consistent academic success. Beyond just student performance, however, the APSRC will consider other factors in determining where and who to recruit as well. Some of those factors are as follows:

National Regions to Target

Exceptional charter operators exist in many regions throughout the nation; however, some regions have seen a much greater proliferation of charter schools than others.^{vii} Though the reasons for proliferation in a given area vary, such regions commonly have the infrastructure and collective enthusiasm in place to support the expansion of great charter models. So, predictably, some of the most successful charter schools can be found in these regions of great proliferation. In fact, current research supports this very notion.

Figure 3 below depicts the heavy concentration of charter schools in a few areas, perhaps most notably along the West Coast, in Colorado, around the Great Lakes area, and throughout much of Florida. Concentrations also abound in the far Northeast and the Washington, D.C. area. Among the high-quality networks operating in these regions are BASIS Charter Schools, Rocketship Education, Friendship Public Charter Schools, and many more.^{viii} Inevitably then, some recruitment must focus on culling talent from these regions.

Figure 3



Qualities of Charters to Target

The APSRC has developed a Selection Rubric to evaluate the quality and fit of charter schools for recruitment (see **Application and Selection sections for more details**). An adaptation of rubrics from the Charter School Growth Fund, New Schools for New Orleans, and the Colorado Department of Education, the APSRC Selection Rubric comprises a thorough examination of the charter school from academic performance to human resources strategies. Of course, the most important factor to consider is to what extent the potential charter network can demonstrate a history of consistent academic success and student growth. However, some additional considerations that may complete an operator's portrait include the following:

- ◆ Has the operator closed any schools before?
- ◆ Can the operator also demonstrate a history of sound fiscal management?
- ◆ Does the operator typically target traditionally underserved populations?
- ◆ Is the operator interested in continued expansion after startup?
- ◆ Is the charter model replicable?
- ◆ How cost-effective is the charter model?
- ◆ Does the operator currently have a deep funding base?
- ◆ What connections does the operator have to the region?
- ◆ What sorts of innovative practices does the operator employ?
- ◆ Does the operator have its own internal talent development system?

These considerations led to a preliminary list of fifty top charter networks to recruit for the incubator. Ultimately, those charters were ranked in the order in which they will be contacted (see **Appendix for snapshot of Excel Worksheet document, Incubator Recruitment Prospects**).

In Arkansas and the Region: Determining Opportunities, Challenges, and Incentives

Inherent in this recruitment venture is the need for pre-work. Such pre-work must necessarily include understanding the product: in this case, the product is the region, which—because of the relative lack of charter schools currently present therein—presents abundant opportunities for expansion. However, the pre-work also must garner an appreciation for the challenges inherent in the region. Understanding the challenges will enable an earnest discussion of the realities of the area and also illuminate possible solutions. Finally, from the pre-work must come an understanding of what incentives are available to offer those successful charter operators and further attract them to the region.

Opportunities

There are currently 899 open-enrollment charter schools operating in the region represented by Arkansas, Oklahoma, Missouri, Tennessee, Mississippi, Louisiana, and Texas.^{ix} The vast majority of those are located in Texas, a state containing two of the top ten largest metropolitan areas in the nation. The relative dearth of charter schools in the Mid-South region presents abundant opportunities for charter school startup and expansion across all of these states. Moreover, none of the states in the region have

placed a highly prohibitive cap on the number of charters that can operate.^x While caps do exist to some degree, plenty of room for growth remains.

Within Arkansas specifically, forty-four charter campuses governed by nineteen charters are currently operating. However, the state cap on charter expansion in Arkansas is very permissive of growth, and a **survey** of local charter networks suggests that many in-state operators are considering expansion.

Fortunately, the APSRC recently conducted a market analysis,^{xi} which reveals abundant opportunity for growth in-state. For example, the Jonesboro, Conway, Hot Springs, and Texarkana school districts have a combined 22,592 students. However, no open-enrollment charter schools operate within their boundaries, and well over half of the collective student population is eligible for free and reduced-price lunch. Thus, the demand for choice is present, but supply is low.

Another useful insight gleaned from the survey is an indication of the regions believed to be most opportune for charter expansion (**See Appendix for Incubator Survey**). Not surprisingly, many operators indicated an interest in exploring untapped areas within the state, such as the Jonesboro and the Arkansas Delta. However, the survey also revealed that despite a comparatively heavy concentration of charters in Little Rock, operators nevertheless perceived the state's capital city to be the best place for charter expansion. These results signal that even those locales within the region that host a concentration of charters may be ripe for expansion. Overall, competition remains relatively low region-wide, and student outcomes continue to demand better schools. The market analysis and the survey demonstrate that Arkansas is ready to respond to these demands.

Challenges

Intuitively, states with a higher concentration of charter schools typically have fewer legislative or fiscal challenges. The APSRC's **Incubator Survey** demonstrates that fiscal challenges represent the greatest impediments to charter schools. Specifically, Arkansas charters indicated that state funding for facilities and inequitable per pupil allocations were of paramount concern. Arkansas charter schools receive nearly \$3,000 less per pupil than do traditional Arkansas public schools, largely because they have no access to local funding.

Similarly, recent studies show that disparate funding is a significant hurdle for charters in the region as a whole.^{xii} Of the seven states in the region, only Tennessee reported equitable funding for charters and district schools, and Missouri funding formulas yielded a disparity of nearly \$5,000. Like Arkansas, disparities also arise in other states largely due to charters' inability to access local dollars.

Incentives

Traditionally, charter incubators have functioned as catalysts for the growth of quality charter networks in their respective regions. New Schools for New Orleans (NSNO) accomplishes its vision of expanding successful charter operators in New Orleans by recruiting the best and investing in promising talent.^{xiii} NSNO plans to invest roughly \$30 million in quality charter expansion, focusing on CMOs that plan to launch two or more schools. The financial incentives and, presumably, the culture of charter growth in

New Orleans likely attract such prominent charter networks to join the region. Similarly, The Mind Trust offers \$250,000 to support single-school expansions, and \$1 million to support five-school networks in Indianapolis.^{xiv}

The APSRC, through its unique blend of services, is in a position to potentially offer powerful incentives to attract successful CMOs. First, the APSRC can offer technical support services including financial management services, legal counsel, technological support, and programmatic professional development. Moreover, the APSRC has the Charter School Leadership Grant that can be offered to interested networks. Ultimately, given that the primary challenge to charters in the region is funding, and given the fact that competing incubators offer financial incentives, it seems likely that the APSRC will need to offer prospective networks an incentive package that includes financial support.

Establishing Outreach Strategies

To draw attention to the incubator initiative and to the region collectively, a variety of outreach strategies will be employed. Such strategies will include print and online media, through the publication of brochures and notices on the APSRC website. Additional online notifications should be released monthly until completion of the incubator grant, or until capacity for incubation has been met.

In addition, networking can be a very effective recruitment strategy. Networking may involve any or all of the following steps:

1. Developing a list of colleagues who have connections to charter networks
2. Contacting those colleagues by telephone, email, or personal visit to describe the incubator initiative and its goals, seeking contact information for prospective charter networks or requesting an introduction
3. Using the information provided by contacts to connect with charter networks. APSRC should be prepared to provide information about the incubator model and to sell the region and the APSRC. Also, be prepared to arrange a personal visit with charter networks

Talking Points

- ◆ Explain the APSRC, what types of services it provides, how many members it serves.
- ◆ Describe what the Charter School Incubator is, including the mission, goals, opportunities, and incentives. Explain the regional partnership and how it creates a coalition of like-minded organizations that support the growth of quality charter schools across the region.
- ◆ Explain the charter school application process in Arkansas and how the APSRC provides intensive guidance, catered to the level required by the charter applicant.
- ◆ Describe the education landscape regionally, highlighting more thoroughly the opportunities present, and any incentives the APSRC or the regional coalition may be able to offer.
- ◆ Note any relevant similarities and differences between current regions in which the charter currently operates.

Recruiting v. Interviewing

- ◆ Create a positive image for the APSRC and the region
- ◆ Describe pervasive nature of educational inequity in the region, and describe how the particular charter candidate is a good fit for the needs and opportunities in the region
- ◆ Ask relevant questions, showing genuine interest in the charter model:
 - What does the charter's model look like?
 - Is there anything unique about the charter's pedagogical or programmatic approach?
 - What are the goals of the charter network?
 - What are the challenges the network faces as it considers growth?
 - What support would the charter need if it were to undertake growth? Specifically in the region?
- ◆ Describe what the APSRC and the regional coalition can do to support the charter's growth

Application

The APSRC will enable seamless and expedient application to the incubator by allowing electronic submissions of the Application Package and conducting application evaluations on a rolling basis. The Application Package must include the following materials:

- ☐ Letter of Intent to participate in incubator program
- ☐ Proof of board support in pursuing expansion
- ☐ Organizational chart
- ☐ Copy of an approved charter and/or bylaws with mission statement, goals, vision, and plan for progress monitoring
- ☐ Description of board processes, including recruitment, election, training, and evaluation
- ☐ Stakeholder engagement strategies
- ☐ Hiring process and criteria
- ☐ Description of professional development strategies
- ☐ Description of evaluation processes
- ☐ Budget and business plan
- ☐ Description of student services
- ☐ Description of educational program, curriculum, and assessment
- ☐ Academic performance records
- ☐ Fundraising strategies

For more details on how each of these criteria will be evaluated, see the **Selection Rubric**.

Selection

The selection process involves the following stages:

- ◆ Review of the Letter of Intent
- ◆ Review of the Application Package
- ◆ Site visits and interviews, which may include a presentation to the APSRC
- ◆ Final decision letter

◆ Notice of Award

After a Letter of Intent has been received, Application Packages will be reviewed for quality. If the Application Package is complete and meets or exceeds expectations, a site visit or interview may be scheduled, during which time the charter network may give a presentation to the APSRC. Subsequently, a decision letter will be issued, to include a Notice of Award if appropriate.

Developing a Timeline

Goals

The goal of this recruitment effort is clear: to recruit, support, and implement new national charter school opportunities across Arkansas and the region by involving national charter networks and building the internal capacity of the existing Arkansas charter school network. Specifically, the goals are that, at minimum, two high-quality charter networks apply for establishment or expansion in Arkansas or the surrounding region at the end of each grant cycle, totaling at least 6 networks by the 2016-17 school year. Additional goals will be to meet all benchmarks included in the timeline.

Timeline

Before embarking on the recruitment path, a clear timeline with benchmarks that can be used to monitor progress towards goals will be established. The timeline will include a schedule of all tasks to be completed regarding recruitment, including a schedule of meetings planned with charter networks (see [Appendix for complete Timeline](#)).

Assigning Roles

Director, Charter School Development

- ◆ Maintaining timely progress towards all goals
- ◆ Monitoring and reporting progress towards all goals
- ◆ Developing all recruitment and selection tools and protocol materials
- ◆ Conducting and analyzing surveys to determine regional needs, challenges, and incentives
- ◆ Identifying national, regional, and local prospective charter networks
- ◆ Developing list of connections to charter networks
- ◆ Initiating contact with prospective charter networks
- ◆ Using best practices to attract and recruit prospective charter networks
- ◆ Developing outreach materials
- ◆ Maintaining documentation of all agreements
- ◆ Guiding selection process

Director, Communications

- ◆ Assisting with production of brochures, digital media, and any videos as necessary
- ◆ Publishing materials electronically and in print

Director, Teaching and Learning

- ◆ Ensuring compliance with all relevant state statutes, rules, regulations, and procedures relating to teaching and learning, leadership, and programmatic descriptions
- ◆ Delivering any training relating to teaching and learning, leadership, and programmatic descriptions
- ◆ Assisting in development of selection materials, specifically regarding anything relating to teaching and learning, leadership, and programmatic descriptions
- ◆ Reviewing all materials submitted by the prospective charter network relating to teaching and learning, leadership, and programmatic descriptions
- ◆ Participating in selection process

Director, Finance Services

- ◆ Ensuring compliance with all relevant state statutes, rules, regulations, and procedures relating to school finance, procurement, and any other materials pertaining to finance services
- ◆ Delivering any training relating to school finance, procurement, and any other materials pertaining to finance services
- ◆ Assisting in development of selection materials, specifically regarding anything relating to school finance, procurement, and any other materials pertaining to finance services
- ◆ Reviewing all materials submitted by the prospective charter network relating to school finance, procurement, and any other materials pertaining to finance services
- ◆ Maintaining accurate records of expenditures relating to recruitment process
- ◆ Participating in selection process

Staff Attorney

- ◆ Ensuring compliance with all relevant state statutes, rules, regulations, and procedures
- ◆ Delivering any necessary training relating to state statutes, rules, regulations, and procedures
- ◆ Assisting in development of selection materials, specifically regarding anything relating to legal matters and governance
- ◆ Reviewing all materials submitted by the prospective charter network relating to legal matters and governance
- ◆ Participating in selection process

Executive Director

- ◆ Overseeing and approving selection materials, processes, and expenditures
- ◆ Facilitating contacts with any existing APSRC partners and regional stakeholders
- ◆ Assisting in identification of prospective charter school networks
- ◆ Assisting with list of connections to charter network
- ◆ Making all ultimate decisions requiring approval

Creating and Utilizing Recruitment Tools

Incubator Survey – The Charter Incubator Survey is used preliminarily to identify needs, challenges, and potential incentives for charter school growth in the region. Such information should guide recruitment efforts from identification of prospective charter networks that fit the needs of the community to developing ideas for incentives that can be used to compete with other incubators in the recruitment of high-quality operators.

Incubator Recruitment Prospects – This list compiles the top fifty out-of-state operators and all in-state operators as identified by the APSRC. It also maintains the contact log.

Selection Rubric – The Selection Rubric is used to properly determine quality, fit, and compliance for prospective charter networks. The rubric was developed in alignment to quality standards developed by the National Alliance of Charter School Authorizers, with guidance from the NOLA Charter Excellence Fund Grant Application from New School for New Orleans, as well as the Colorado Charter School Standard Application, Checklist, and Review Rubric produced in part by the Colorado Department of Education.

Contact Log – The contact log should be used to maintain records of which charter networks have been contacted, where contact was made, with whom contact was made, and what resulted from such contact. The contact log is included in the Excel document, Incubator Recruitment Prospects.

Timeline – The timeline is used to ensure that all benchmarks are met and to monitor progress.

Prospect Needs – This form should supplement the contact log and should record any questions, concerns, and outstanding needs or request of prospective charters. This document can also be used to keep general notes on any communications or meetings.

Memorandum of Understanding – The Memorandum of Understanding (MOU) should be used to document any agreements made between the APSRC and the charter network.

Budget Sheet – The Budget Sheet should be used to maintain records of expenditures.

Being Prepared

- ◆ Brochures
- ◆ Business cards
- ◆ Blank MOU
- ◆ Recruitment package, including informational materials about the APSRC, the incubator initiative, an MOU, and any additional small gifts as appropriate

Making an Offer

Offers to prospective charter networks should come only after review of charter network application materials and with the approval of the Executive Director of the APSRC.

APPENDIX F – SAMPLE CHARTER CONTRACT

CHARTER AGREEMENT

This agreement is executed by and between the Arkansas Department of Education (“the **ADE**”) and Lighthouse Academies of Central Arkansas (the “**Applicant**”) to establish and operate Capital City Lighthouse Charter School (the “**Charter School**”), an open-enrollment public charter school to be located in the North Little Rock School District.

WHEREAS, the State of Arkansas has enacted the Arkansas Quality Charter Schools Act of 2013, codified as Ark. Code Ann. § 6-23-101 *et seq.*, as amended from time to time (the “**Act**”);

WHEREAS, pursuant to the Act, the ADE and the State Board of Education possess the authority to approve applications to establish and operate public charter schools in the State of Arkansas and thereafter to enter into agreements with applicants setting forth the terms and conditions under which a charter school is to operate;

WHEREAS, pursuant to Ark. Code Ann. § 6-23-301 the Applicant submitted to the ADE public charter authorizer (“the **Authorizer**”) an application for establishment of a charter school, as subsequently (i) amended by the Applicant in writing prior to October 15, 2014, and (ii) amended by the Applicant orally in testimony to the Authorizer on October 15, 2014, (the “**Application**”);

WHEREAS, at its meeting on October 15, 2014, the Authorizer approved the Application as amended; and

WHEREAS, pursuant to the Act, the Authorizer is authorized to approve a charter contract with the Applicant and issue a charter to establish and operate a charter school;

NOW, THEREFORE, in consideration of the mutual covenants, representations, warranties and agreements contained herein and for other good and lawful consideration, the receipt and sufficiency of which is hereby acknowledged, the parties hereby agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 **Charter.** A charter is hereby authorized and granted to the Applicant, solely for the benefit of the Charter School, to establish, organize, and operate an open-enrollment public charter school in accordance with the Act and the terms and conditions of this Charter Agreement, which, along with the “Statement of Assurances” filed by the Applicant, will constitute the charter contract (the “**Charter**”) and will be binding on the Applicant and the Charter School.

1.2 **Term.** The Charter will take effect upon July 1, 2015, and will expire on June 30, 2020, unless earlier terminated or renewed pursuant to the terms of this Charter or pursuant to the Act as amended.

1.2.1 The Charter School will commence instruction as described in the Application or as required by Ark. Code Ann. § 6-10-106.

1.2.2 The Charter School may seek approval from the Authorizer to take one (1) to (3) planning years before opening for instruction. Planning years granted will not constitute a revision to the Charter and will not extend the term of this contract.

1.3 Renewal. The Charter may be renewed only upon application of the Charter School and approval of the Authorizer, pursuant to an application form and schedule as published by ADE. Continuation or renewal of the charter is contingent on acceptable student performance on assessment instruments adopted by the State Board of Education (“the **State Board**”), and on satisfactory compliance with factors to include:

- The performance goals set forth in Appendix “A”, to be measured as of the date a new renewal application is filed with ADE;
- Any accountability provisions adopted by ADE or the State Board pursuant to regulatory flexibility granted by the United States Department of Education from the provisions of the Elementary and Secondary Education Act;
- The terms and conditions of this Charter;
- Generally accepted accounting standards of fiscal management;
- Fiscal performance criteria deemed appropriate and relevant for the Charter School by the Authorizer; and
- All applicable federal and state laws and regulations.

Renewal will be at the discretion of the Authorizer, and nothing in this Charter will be construed to mandate renewal or otherwise constrain the Authorizer’s discretion in approving or denying renewal.

1.4 Location. The Charter School will be located in the facilities identified in the Application, or as approved pursuant to section 1.5 below. The Charter School will not commence operations with students in any facility until:

1.4.1 The Charter School has obtained and furnished to ADE a certificate of occupancy issued by a local code official approved by the state fire marshal, a certificate of occupancy or other approval issued by the state fire marshal, or a certificate of substantial completion issued by a licensed architect; and

1.4.2 The Charter School has obtained ADE’s approval of any lease or other debt directly related to the facility.

1.4.3 The occupancy limits of any facility will be as determined by the local code official or state fire marshal. The total enrollment of the Charter School will be limited to the enrollment cap identified below, except that the local code official,

state fire marshal, or other entities acting under other law may exercise its authority to limit occupancy of the Charter School's facilities.

1.5 Change of Location. The Charter School may change its physical location or obtain additional facilities as follows:

1.5.1 The Charter School may occupy any appropriate facility on the lot or parcel containing the facility identified in the Application, or on a bordering lot or parcel, subject to the requirements set forth in sections 1.4.1 through 1.4.3 above.

1.5.2 With the prior approval of ADE, the Charter School may occupy any other appropriate facility within the boundaries of the resident public school district where the Charter School is located, subject to the requirements set forth in sections 1.4.1 through 1.4.3 above.

1.5.3 The Charter School may occupy a facility outside the boundaries of the resident public school district only with the prior approval of the Authorizer.

1.5.4 The Charter School will notify ADE of any proposed change in location or addition of facilities not less than sixty (60) days prior to taking any final action in connection therewith. ADE may shorten or otherwise waive this sixty-day notice requirement for good cause shown.

1.5.5 Any request to occupy a facility owned by or leased from a sectarian organization must be accompanied by a facility agreement setting forth the usage rights, obligations, and schedules for the Charter School and the sectarian organization, including identification of any shared use planned or permitted under the terms of the facility agreement or lease.

1.6 Code Requirements. All facilities occupied or utilized by the Charter School must at all times conform with the applicable provisions of: (i) the Americans with Disabilities Act (ADA); (ii) the Individuals with Disabilities Education Act (IDEA); (iii) all applicable health, safety and fire code requirements; and (iv) any other applicable federal, state, or local statute, ordinance, or rule.

1.7 Waiver. The Charter School is hereby declared exempt from the provisions of Title 6, Chapter 21, Subchapter 8 of the Arkansas Code ("Arkansas Public School Academic Facilities Program Act") and any ADE regulations implementing the same.

SECTION 2. SCHOOL GOVERNANCE

2.1 Board Composition. The Charter School will form a Board of Directors (the "**Charter Board**"), which will consist of a minimum of five (5) individuals appointed or elected in accordance with the procedures set forth in the Application. Any vacancy causing the membership of the Board to drop below five (5) members must be filled within thirty

(30) days. Except as authorized by the Authorizer, the Charter Board must be a separate and distinct entity from any governing board of the Charter School's sponsoring entity, although the membership of the boards may overlap.

2.2 By-Laws. The Charter Board will adopt and operate in compliance with by-laws, consistent with the terms of the Application, to govern the Charter Board's composition and procedures. Any change or modification to the by-laws that conflict with the terms of the Application must have the prior approval of ADE. The terms of the by-laws must include without limitation: (i) the number and qualifications of directors; (ii) the length of directors' terms; (iii) the method of filling vacancies, whether by appointment or election; (iv) the frequency of required meetings; and (v) the powers and duties of the Charter Board.

2.3 Ethics and Disclosure. Charter Board members are defined to be "public servants" as that term is used in Title 21, Chapter 8 ("Ethics and Conflicts of Interest") of the Arkansas Code.

2.3.1 No person may hold any employment with the Charter School while serving as a Charter Board member.

2.3.2 No family member of a Board member may be initially employed by the Charter School or given a raise or promotion except as permitted by Ark. Code Ann. § 6-24-101 *et seq.*

2.3.3 No Charter Board member, nor any family member of a Charter Board member, may contract with the Charter School except as permitted by Ark. Code Ann. § 6-24-101 *et seq.*

2.3.4 No Charter Board member may receive compensation from the Charter School, other than reimbursement of actual expenses, for fulfilling duties as a Board member.

2.3.5 Every Charter Board member must annually file a Statement of Financial Interest as required by Ark. Code Ann. § 21-8-701.

2.4 Waiver. The Charter School is hereby declared exempt from the provisions of Title 6, Chapter 13, Subchapter 6 of the Arkansas Code ("School District Boards of Directors Generally"), and any ADE regulations implementing the same, except that:

2.4.1 By resolution adopted by majority vote, the Charter Board will designate one (1) of its members who shall serve as the primary board of directors disbursing officer of the Charter School, per Ark. Code Ann. 6-13-618(b);

2.4.2 Notice of the date, time, and place of all regular and special board meetings must be published to the Charter School's website, per Ark. Code Ann. § 6-13-619(a);

2.4.3 Minutes of all regular and special board meetings must be kept by the Charter School in a permanent file, per Ark. Code Ann. § 6-13-619(b);

2.4.4 Military recruiters must be granted access to school facilities to the extent required by Ark. Code Ann. § 6-13-626; and

2.4.5 Charter Board members must obtain the training required by Ark. Code Ann. § 6-13-629.

2.5 Charter Management Organization. The Charter Board may contract with a third-party entity for the provision of comprehensive (all or a substantial portion of the) services necessary to manage and operate the Charter School, only with the prior approval of ADE. In no event may the Charter Board delegate or assign its responsibility for fulfilling the terms of this Charter. The termination or change of a Charter Management Organization requires prior approval by ADE.

2.5.1 Nothing in this Charter will be interpreted to prevent the Charter School from entering into contracts or other agreements with a school district, community partnership, state agency, or other entity for non-comprehensive services related to the operation of the school.

2.5.2 The terms of such contracts for services may be negotiated between the Charter School and the local school board or other entity. Such contracts for services will, at all times, be subject to the requirements of this Charter.

2.5.3 Any such contract which contains or constitutes a debt of the school will be subject to prior ADE approval, as required in section 5.7 below.

2.5.4 In its provision of comprehensive services on behalf of the Charter School, the Charter Management Organization will be bound to the obligations and restrictions of this Charter to the same extent the Charter School itself is bound.

2.6 Transparency. The Applicant acknowledges that the Charter School and Charter Board are subject to the obligations of the Arkansas Freedom of Information Act, Ark. Code Ann. §§ 25-19-101 *et seq.* Except as allowed or required by law, all meetings of the Charter Board must be open to the public.

SECTION 3. SCHOOL OPERATION

3.1 Mission Statement. The Charter School will operate under the mission statement set forth in the Application. Any change to that Mission Statement will be an amendment to this Charter and will require Authorizer approval.

3.2 Age: Grade Range: Number of Students. The Charter School will provide instruction to a maximum of 750 students in grades Kindergarten through twelfth grade. Provided, that the Charter School will gradually transition to this maximum enrollment and grade configuration as follows:

2015-2016: 344 students in grades K through 5
2016-2017: 394 students in grades K through 6
2017-2018: 444 students in grades K through 7
2018-2019: 494 students in grades K through 8
2019-2020: 544 students in grades K through 9.

3.2.1 The Charter School must obtain approval from the Authorizer prior to enrolling any student, who, if enrolled, would cause the school's enrollment to exceed the total maximum enrollment of the school as set forth in this section.

3.2.2 The Charter School may make modifications as to the number of students in any particular grade, and number of students within a class to accommodate staffing exigencies, facility limitations, and attrition patterns provided such modifications are otherwise consistent with this Charter, and provided the total enrollment does not exceed the maximums set forth in this section.

3.2.3 An expansion to serve grade levels not approved by the Authorizer will be an amendment to the terms of this Charter and will require prior approval by the Authorizer.

3.3 Student Recruitment: Admission; Enrollment; Attendance. The Charter School will implement a student recruitment and enrollment plan, consistent with the terms of the Application, that ensures the School is open to any eligible child and encourages the enrollment of a diverse student population consistent with the mission set forth in the Application.

3.3.1 The Charter School will adopt and operate in compliance with policies for admission, enrollment, attendance and student withdrawal that are consistent with applicable law and regulations, and the policies, if any, set forth in the Application. The Charter School may not modify or deviate from the enrollment policies, preferences, or limitations set forth in the Application without prior approval by ADE.

3.3.2 The Charter School will implement a random, anonymous lottery process, consistent with the procedure set forth in the Application, should there be more student applications than can be accommodated under the terms of this Charter.

3.3.3 The Charter School will not discriminate in its admissions policy or operations on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except that the Charter School may in its

admissions policy provide for the exclusion of students who have been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

3.4 Student Learning and Achievement. The Charter School will implement the educational programs set forth in the Application so that its students may (i) meet or exceed the performance goals set forth in Appendix “A” and (ii) meet or exceed the accountability requirements established by ADE or the State Board in compliance with federal law or pursuant to regulatory flexibility granted by the United States Department of Education from the provisions of the Elementary and Secondary Education Act. The performance goals set forth in Appendix “A” may be modified or supplemented only by mutual consent of the Charter School and the Authorizer.

3.5 Student Assessment. The Charter School will implement all student assessment requirements set forth in the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP), Ark. Code Ann. §§ 6-15-401 *et seq.*, or in ADE’s implementing regulations, except as specifically waived herein. In addition, the Charter School will supplement the above assessment tools with other assessment tools, if any, consistent with those set forth in the Application or required by Appendix “A”.

3.5.1 All standardized assessments required by the state must be administered solely by educators holding licenses issued by the State Board (“**licensed personnel**”), as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105 and pursuant to ADE Rules Governing Alleged Testing Improprieties.

3.6 Educational Program and Curriculum. The Charter School will implement an educational program and curriculum consistent with the program and curriculum set forth in the Application. The Charter School may revise and amend the program and curriculum to permit the School to meet its educational goals and student achievement standards. However, any modifications, either individually or cumulatively, that are of such a nature or degree as to be a material change to the Charter School’s mission or its student achievement standards, or to the educational need the Charter School purports to address, will constitute an amendment to this Charter requiring the prior approval of the Authorizer. For the purpose of this section 3.6, a “material change” means a change that is both relevant and significant to the Authorizer’s decision to grant or renew a charter.

3.7 School Calendar; Days and Hours of Operation. The days and minutes of the operation of the Charter School will be as set forth in the Application or as required by law or regulation.

3.7.1 If the Application calls for student-teacher interaction days or minutes in excess of that required by law, the Charter School may not materially reduce its days or minutes of student-teacher interaction time without ADE approval. For the purpose of this section 3.7, a material reduction is defined as a reduction of twenty

(20) or more minutes per day, or five (5) or more days per year, from the terms set forth in the Application.

3.7.2 Days or minutes unavoidably lost due to exceptional or emergency circumstances resulting from a contagious disease outbreak, inclement weather, or other acts of God will not be considered a material reduction, so long as the Charter School offers a minimum of 178 full student-teacher interaction days per year. Waiver of this requirement will be available on the same terms and same procedures as for traditional public schools.

3.8 Disciplinary Code. The Charter School will adopt and operate in compliance with written policies and procedures for discipline, including guidelines for suspension and expulsion, consistent with the policies, if any, set forth in the Application, and disseminate those rules and procedures to students and parents.

3.8.1 The policies and procedures must be consistent with the requirements of due process, the provision of alternative instruction and with federal laws and regulations governing the placement of students with disabilities.

3.8.2 Except as allowed by law, the Charter School will adopt and implement the provisions of 34 CFR Part 300 relating to the discipline of students with disabilities. To the extent that any provision of the Application conflicts with the provisions of this paragraph or 34 CFR Part 300, the provisions of this paragraph and 34 CFR Part 300 will govern.

3.8.3 The Charter School will not expel any student, or otherwise coerce a student to withdraw, except in accordance with the terms of these written discipline policies and procedures.

3.9 Food Services. Except as specified in the Application, the Charter School may initiate or terminate participation in the National School Lunch Program only with the prior approval of ADE.

3.10 Students with Disabilities. The Charter School will furnish the special education, related services, and accommodations necessary to provide, as an integral part of the school, a free appropriate public education to students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. § 1401 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794), the Americans with Disabilities Act (42 U.S.C. § 12101 et seq.), the Children with Disabilities Act (Ark. Code Ann. §§ 6-41-201 et seq.), and any other applicable federal or state laws or regulations.

3.10.1 The services provided will reflect the full range of programs and services required to provide such students with a high quality education based upon the individualized education program developed for the child.

3.10.2 The Charter School may provide special services pursuant to a contract with a school district or other provider of such services.

3.10.3 The Charter School is designated as a local education agency (LEA) for purposes of meeting special education requirements under federal and state law. The Charter School is eligible to receive federal funds under Part B of IDEA disbursed by ADE, along with state funds dedicated to special education, on the same terms and conditions as traditional public schools.

3.11 English Language Learners. The Charter School will be responsible for meeting the needs of English language learners (ELL) in compliance with Arkansas and federal law. The Charter School will provide resources and support to ELL students to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program and achieve proficiency in all core content subjects. The Charter School will follow ADE's rules and procedures for identifying, assessing, and exiting ELL students consistent with state and federal law and shall take such actions as ADE deems necessary from time to time to assure compliance with any applicable court order. ADE and the Charter School will work collaboratively to assure compliance with ADE's ELL rules in a manner that preserves the essential nature of the unique educational program of the Charter School while maintaining full compliance with the requirements of state and federal law regarding services to ELL students.

3.12 Student Records. The Charter School is hereby defined to be an education agency as that term is defined by the Family Educational Rights and Privacy Act of 1974 (FERPA), and will be subject to its restrictions and mandates regarding the confidentiality and availability of student records. In the event of the closure of the Charter School, or the termination, revocation, or non-renewal of this Charter:

3.12.1 The Applicant must take all steps necessary to protect and maintain all student records, consistent with the provisions of FERPA and the ADE Rules Governing Public Charter Schools.

3.12.2 The Applicant must take all steps necessary to ensure that each student's records are securely delivered to the school to which the student transfers. The Applicant must take all steps necessary to ensure that all unclaimed student records are promptly and securely delivered to a person or entity designated by ADE.

3.12.3 The Applicant must take all steps necessary to promptly and securely deliver all child nutrition records, including without limitation applications for free/reduced meals, to the ADE Child Nutrition Unit.

3.13 Site Visits. ADE may, at its discretion, conduct announced or unannounced site visits consistent with its oversight authority. Such site visits may include any activities reasonably related to fulfillment of ADE's oversight responsibilities including, but not limited to: inspection of the facilities; inspection of records maintained by the Charter

School; interviews and observations of the principal, Charter Board, staff, school families, and community members; and observation of classroom instruction.

SECTION 4. SCHOOL PERSONNEL

4.1 Employment. The Charter School may employ teachers, administrators, and other personnel as set forth in the Application. The Charter School will have ultimate responsibility for employment, management, dismissal, and discipline of its employees. Neither the Charter School nor the Applicant will discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public funds.

4.2 Policies and Staffing Plan. The Charter School will adopt and operate in compliance with written personnel policies and procedures. The Charter School in its discretion may deviate from the staffing plan set forth in the Application, except that ADE's prior approval is required for any material modification of (i) the authority or duties of the school's chief operating officer; or (ii) the professional qualifications required for the school's chief operating officer, principals/administrators, counselors, or teachers.

4.3 Teacher Qualifications. The Charter School will ensure that each instructional employee of the charter school has the experience, training and skills appropriate to the instructional duties of the employee.

4.3.1 The Charter School will comply with Arkansas law and ADE regulations governing the employment of teachers, except as specifically waived herein.

4.3.2 Notwithstanding any waiver granted by the Authorizer, any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

4.3.3 The Charter School may not employ in any instructional or supervisory capacity any individual whose educator license has been revoked or is currently suspended by the State Board.

4.4 Background Checks. All teachers and school personnel employed by or in the Charter School, whether licensed or unlicensed, whether full-time or part-time, must submit to the criminal background and central registry checks required by law. No person may be employed by or in the Charter School who is barred from school employment by Ark. Code Ann. §§ 6-17-411 or 414, by other law, or by ADE regulations.

SECTION 5. SCHOOL FINANCE

5.1 Fiscal Year. The Charter School's fiscal year will consist of the twelve-month period beginning July 1 and ending on the following June 30.

5.2 Budget. As required by Arkansas law and ADE rules, the Charter Board will, no later than September 30 of each year, adopt and electronically file with ADE a budget of expenditures and receipts for the current fiscal year.

5.3 Financial Controls and Reporting. The Charter School will at all times maintain appropriate governance and management procedures and financial controls. The Charter School will comply with all reporting requirements imposed by law or regulation, and will fully participate in the Arkansas Public School Computer Network (APSCN) finance and educational data reporting system.

5.4 Annual Audits. As required by Arkansas law and ADE rules, the Charter School will, no later than March 30 unless an extension is granted by ADE, file an independent audit of the prior fiscal year as conducted by the Division of Legislative Audit or by a private auditor selected by the Charter Board according to law.

5.5 School Funding. ADE will disburse state foundation, categorical, and special education funding to the Charter School in accordance with state law and regulation. ADE will disburse federal funding to the Charter School in accordance with federal law and ADE policies.

5.5.1 The Applicant understands that federal funding may be adjusted, reduced, withheld, or reallocated from time to time, due to (i) enrollment changes, (ii) maintenance of effort requirements, or (iii) other factors identified in law or policy.

5.5.2 In some cases, ADE policies or federal law require or allow alternative federal funding calculation methods for a year in which a charter school experiences a "significant change" or "significant expansion" of enrollment. The parties agree that in these cases, a "significant change" or "significant expansion" will be defined as any year in which (i) the Charter School adds or eliminates a grade level served, or (ii) the Charter School's enrollment cap is modified.

5.5.3 The parties understand and agree that for the Charter School to receive an accurate level of federal funding calculated on student enrollment, each student's resident district LEA must be accurately identified in the appropriate Statewide Information System (SIS) fields, since some federal funding received by charter schools is paid from the traditional public school district's allocation. For the purpose of this section, a student's "resident district LEA" is the traditional public school district where the student resides.

5.6 Tuition and Fees. The Charter School may not charge tuition or fees of any kind as a condition of enrollment. The Charter School may not impose any fees that a public school district would be prohibited from imposing. Nothing in this section will be construed to prohibit the Charter School from imposing fees that a school district would be permitted to impose.

5.7 Debt. The Charter School may not incur any debt, whether in the form of a lease, loan, mortgage, contract, or other financial obligation, without the prior review and approval of ADE pursuant to ADE rules. For the purpose of this Charter, “debt” has the same meaning as set forth in the appropriate rules promulgated by ADE.

5.7.1 The Charter School may not use the funds that it receives from the state for any sectarian program or activity or as collateral for debt.

5.7.2 No indebtedness of any kind incurred or created by the Charter School shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the Charter School shall involve or be secured by the faith, credit, or taxing power of the State of Arkansas or its political subdivisions.

5.7.3 Every contract or lease into which the Charter School enters must include the wording of section 5.7.2 above.

5.7.4 The Applicant and Charter School acknowledge that in the event of the closure of the Charter School, or the termination, revocation, or non-renewal of this Charter, neither the State of Arkansas nor the Arkansas Department of Education will have any liability whatsoever for any debt or other financial obligation of the Applicant or Charter School.

5.8 Grants, Gifts and Donations. Nothing in this Charter will be interpreted to prevent the Charter Board from accepting grants, gifts, or donations of any kind and to expend or use such grants, gifts, or donations provided that any such grants, gifts, or donations not be subject to a condition that is contrary to this Charter or any applicable law.

5.9 Inventory of Assets: School Property. The Charter School will maintain a complete and current inventory of all school property and will update the inventory no less than annually. The inventory must specifically identify those items purchased with non-public funds. The inventory must specifically identify any items maintained in the Charter School facility but owned by the Applicant or another entity.

5.9.1 Any item of property maintained in the Charter School facility, but not identified in the current inventory as owned by the Applicant or another entity, will be presumed to be property of the Charter School purchased with public funds.

5.9.2 All assets, whether real, personal, or intangible, purchased with public funds by the Applicant on behalf of the Charter School, will be deemed property of the Charter School purchased with public funds.

5.10 Maintenance of Corporate Status. During the term of this Charter, the Applicant will maintain its status as a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code, and its status as a domestic non-profit corporation in good standing with the State of Arkansas. The Applicant will notify ADE within five (5) days of any change to its tax-exempt or corporate status. Failure of the Applicant to maintain its tax-exempt status will constitute a material breach of this Charter.

5.11 School Closure. In the event of the closure of the Charter School, or the termination, revocation, or non-renewal of this Charter, the following provisions will apply:

5.11.1 No more than ninety (90) days after Charter termination, or sooner as designated by ADE, the Charter School or Applicant must take all steps necessary to securely deliver all of the Charter School's financial and personnel records to the person or entity designated by ADE, for the purpose of ensuring the availability of records for the Charter School's final audit.

5.11.2 The Charter School and Applicant will fully cooperate with ADE as it implements the close-out procedures set forth in ADE rules.

5.11.3 With the specific consent and approval of ADE, the Charter School or Applicant may continue limited operations after the expiration of this Charter, for the purpose of closing out the Charter School's finances. These operations may include, with ADE's approval, the issuing of warrants and the transfer of funds.

5.11.4 Any charter school funds remaining at the time this Charter terminates, whether held by the charter school or by ADE, may be expended or retained by ADE as allowed by law.

5.11.5 If any charter school funds remain after the payment of obligations as required by ADE's Rules Governing Public Charter Schools, the remaining funds may be used to pay expenses directly related to and necessitated by closure of the school.

5.11.6 If any charter school funds remain after the payment of closure expenses, the remaining funds may be expended or retained at ADE's discretion, as allowed by law.

SECTION 6. CONTRACT IMPLEMENTATION AND OTHER COVENANTS

6.1 Required Notifications. The Charter School must immediately notify ADE of:

6.1.1 Any conditions that it knows are likely to cause it to violate the terms of this Charter or applicable law;

6.1.2 Any circumstance requiring the closure of the Charter School or any of its campuses for more than three (3) consecutive school days, including but not limited to a natural disaster, such as an earthquake, storm, flood, or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility;

6.1.3 The arrest or charge of any member of the Charter Board or of a Charter School employee for any crime punishable as a felony, any crime related to the misappropriation of funds or theft, any crime or misdemeanor constituting an act against a minor child or student, or any crime listed in Ark. Code Ann. § 6-17-410(c) or 414(b), or of the investigation of a member of the Charter Board or of any Charter School employee for child abuse or neglect;

6.1.4 Default on any obligation of the Charter School, including without limitation (i) debts for which payments are past due by sixty (60) days or more, and (ii) checks or warrants of the Charter School returned by a bank for insufficient funds; or

6.1.5 Any enrollment decrease of ten percent (10%) or more compared to the most recent student count submitted to ADE.

6.2 Termination. The Charter School may terminate this Charter by giving notice to ADE no later than January 15, with termination to be effective the following July 1. The Charter School may terminate this Charter at any other time only with the approval of the Authorizer. The Authorizer may non-renew, modify, or revoke this Charter, or place the Charter on probation, at any time and for any reason allowed by Ark. Code Ann. § 6-23-105 or other applicable law, or for a material breach of this Charter.

6.3 Notice. Any notice required or permitted under this Charter must be in writing and will be effective (i) immediately upon personal delivery, subject to verification of service or acknowledgement of receipt, or (ii) no more than three (3) days after mailing when sent by certified mail, postage prepaid to the following:

In the case of the Charter School: Lenisha Broadway
401 Main St. Suite 203
North Little Rock, AR 72116
Office 501-374-5001
Fax 501-374-5010
lbroadway@lhacs.org

In the case of ADE: Charter School Office
Arkansas Department of Education
Four Capital Mall

Little Rock, AR 72201

6.4 Entire Agreement. The Parties intend this Charter, to include this Charter Agreement, the Statement of Assurances submitted with the Application, the Application, Appendices “A” and “B”, and any attachments and exhibits thereto, to represent a final and complete expression of their agreement, which will be considered the Charter. All prior representations, understandings, and discussions are merged herein, and no course of prior dealings between the Parties may supplement or explain any terms used in this document. The Parties recognize that amendments to this Charter may be approved or required by the Authorizer from time to time hereafter.

6.5 Indemnification and Disclaimer of Liability.

6.5.1 The Parties acknowledge that the Charter School is not acting as the agent of or under the direction and control of ADE, except as required explicitly by law or this Charter, and that ADE does not assume liability for any loss or injury resulting from (i) the acts or omissions of the Charter School, its directors, trustees, agents, assigns, or employees; (ii) the use and occupancy of the building or buildings occupied by the Charter School, or any matter in connection with the conditions of such building or buildings; or (iii) any debt or contractual obligation incurred by the Charter School.

6.5.2 The Charter School acknowledges that it is without authority to extend the faith and credit of ADE to any third party. The Charter School must clearly indicate to vendors and other entities and individuals that the obligations of the Charter School under agreement or contract are solely the responsibility of the Charter School or Applicant and are not the responsibility of ADE.

6.5.3 The Charter School and Applicant will defend, indemnify, and hold harmless ADE and its officers, directors, agents, and employees from any and all claims, demands, suits, actions, proceedings, loss, cost, and damages of every kind and description, including but not limited to attorneys’ fees and litigation expenses which may be brought or made against or incurred by ADE on account of (i) the acts or omissions of the Charter School or Applicant, or their directors, trustees, agents, assigns, or employees; (ii) the use and occupancy of the building or buildings occupied by the Charter School or Applicant, or any matter in connection with the conditions of such building or buildings; or (iii) any debt or contractual obligation incurred by the Charter School or Applicant.

6.5.4 Nothing in this Charter may be construed in any way to waive, compromise, or abrogate the sovereign immunity of the State of Arkansas, or to waive, compromise, or abrogate any sovereign, qualified, tort, charitable, statutory, or other immunity held by the State Board, ADE, the Applicant, or the Charter School, or their employees, agents, or assigns.

6.5.5 This Charter is not an employment contract. No officer, employee, agent, or subcontractor of the Charter School is an officer, employee, or agent of ADE or the State of Arkansas by virtue of this Charter.

6.5.6 ADE will not be liable for the torts, debts, or financial obligations of the Charter School or Applicant.

6.6 Waiver. The failure of any party to this Charter to insist on strict performance of any term or condition of this Charter will not constitute a waiver of that term or condition, even if the party accepting or acquiescing in the nonconforming performance knows of the nature of the performance and fails to object to it.

6.7 Assignment. No right or interest in this Charter may be assigned or delegated to anyone on behalf of the Charter School or Applicant without prior approval of the Authorizer. This Charter may be assigned to another eligible entity only by mutual consent of the Applicant, the Charter Board, and the Authorizer.

6.8 Governing Law. This Charter will be governed by and construed in accordance with the laws of the State of Arkansas and all applicable federal laws of the United States.

6.8.1 The Applicant acknowledges that the Charter School is bound by the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts, by all ADE regulations, and by all other federal, state, and local laws and regulations, except as specifically waived herein or in Appendix "B" to this Charter.

6.8.2 The parties intend that where this Charter references federal or state laws or regulations, that they be bound by any amendments to such laws or regulations upon the effective date of such amendments.

6.8.3 This Charter is contingent upon legislative authorization, and the Charter or the funding under it may be modified, terminated, or rendered moot by an act of the Arkansas General Assembly.

6.8.4 Any term of this Charter that conflicts with any state or federal law, rule, or regulation is superseded by the law, rule, or regulation to the extent that the law, rule, or regulation conflicts with the contract term.

6.9 Amendment. No amendment to this Charter, whether material or not, will be valid without the prior approval of the Authorizer. In any case where this Charter requires prior approval of ADE or the Authorizer for any action, such approval must be in writing.

6.10 Severability. The provisions of this Charter are severable. Any term or condition deemed illegal or invalid will not affect any other term or condition, and the remainder of the Charter will remain in effect through the end of the term of this Charter unless otherwise terminated by one or both of the parties.

6.11 Third-Party Beneficiary. The enforcement of the terms and conditions of this Charter, and all rights of action relating to such enforcement, is strictly reserved to the ADE and the Applicant acting on behalf of the Charter School. Nothing contained in this Charter will give or allow any claim or right of action whatsoever by any third person. It is the express intent of the parties to this Charter that any person receiving services or benefits hereunder will be deemed an incidental beneficiary only.

6.12 Counterparts: Signature by Facsimile or Electronic Mail. The Charter may be signed in counterparts, which will together constitute the original Charter. Signatures received by facsimile or electronic mail by the parties will have the same effect as original signatures.

6.13 Authorization. The Applicant affirms as a condition of this Charter that the person signing this Charter on behalf of the Applicant is the chief operating officer of the public charter school and has authority to sign this Charter on behalf of the Applicant and the Charter School.

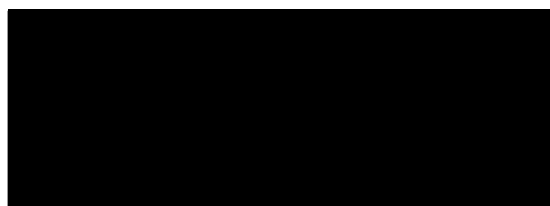
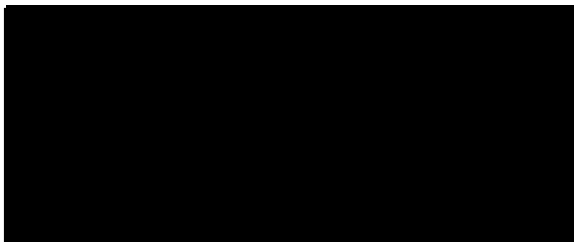
6.14 Order of Precedence. In the event of any inconsistency in or conflict among the document elements of this Charter, such inconsistency or conflict shall be resolved by giving precedence to the document elements in the following order: (1) this Charter (as amended from time to time by the Authorizer); and (2) the Application.

6.15 Review. The parties acknowledge that any final decision of the Authorizer to approve, reject, renew, non-renew, place on probation, modify, revoke, or deny a public charter is subject to review by the State Board under Ark. Code Ann. § 6-23-701 et seq.

IN WITNESS WHEREOF, the parties have made and entered into this Charter as of the effective date set forth above.

ARKANSAS DEPARTMENT OF EDUCATION

CAPITAL CITY LIGHTHOUSE CHARTER
SCHOOL



On the following table, list the specific measurable goals in reading, reading comprehension, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Performance Annual Measureable Objective set by the state or Growth Annual Measureable Objective Lit.	State-approved Next Generation Assessments	set by ADE	Annually Baseline data SY2015-16
Reading Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels in reading	NWEA's MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually
Performance Annual Measureable Objective set by the state or Growth Annual Measureable Objective Math	State-approved Next Generation Assessments	set by ADE	Annually Baseline data SY2015-16
Math Growth: Each year, students in grades K-7 on average will gain at least 1.25 grade levels	NWEA's MAP reading assessment fall, winter and spring. The fall data will provide baseline.	Fall baseline data will be collected in the first three weeks of school each year.	Annually
Scholars will take rigorous courses.	Each scholar will take a minimum of 2 AP courses over the course of their high school career.	100% of 10th -12th graders will take a PreAP or AP course annually.	Annually
100% of scholars are College Ready	College readiness tracked progressively from 7th grade through assessments.	100% of 12th grade graduates are accepted to at least one four-year college	Annually Baseline data: Class of 2022
100% Graduation	Graduation rate	100% of scholars enrolled since at least 9th grade will graduate high school in 4 years;	Annually Baseline data: Class of 2022
Each year families will express overall satisfaction with the school based on the Lighthouse Family Survey	Survey will be administered at least once annually at the third quarter Student/Family/Teacher Conferences	The school will receive an overall rating of good, excellent with a survey return rate of 75%, or higher.	Annually Spring 2016 will be the first administration of the CCLCS Family Survey.

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

The goals developed for CCLCS reflect our providing an educational program in partnership with families and communities who have not had success in or been well served by existing educational options. Our goals recognize that for those families and communities, we must be focused on accelerating achievement in academic areas that are at the foundation of learning, and, at the same time, provide for a level of rigor that fully prepares our scholars for success in higher education.

Two foundational aspects of our educational focus is the performance of our scholars in literacy/reading and their performance in math. It is clear that the mastery of these skills in the early grades are an important factor in continued academic success through the secondary years. CCLCS has chosen to examine both the state objectives set for the performance of our scholars and for the growth of our scholars. Both indicators are important, and by linking our goals to meeting the state benchmark set for one or the other, we are acknowledging that in all likelihood, based on our mission and our target community, CCLCS will start with a student population that has already struggled in existing schools or in the case of our primary grades, a population that has not had strong Pre-K or early care experiences. If CCLCS is not meeting the performance benchmarks based on where our scholars are when they join us, we will have to meet the growth objectives in order to ensure our scholars are progressing at an accelerated pace.

Similarly, CCLCS has chosen to also gauge our impact based on our scholar's growth by using the NWEA Measures of Academic Progress (MAP) interim assessment. The MAP test measures a student's growth in math and reading through fall, winter and spring assessments that are administered on computers. MAP is an interim assessment, designed to be given two or three times per year to measure a student's academic achievement and calculate academic growth. Teachers use the data to guide instruction in the classroom. MAP provides an immediate snapshot of where a student is performing today, irrespective of the grade level, as opposed to the state summative test that only provides a grade level view, annually. MAP adaptive assessments provide a balanced approach for measuring a student's academic status and growth. As students answer questions correctly, they receive more challenging questions related to the state standards. Should a student answer a question incorrectly, he or she will get an easier question aligned to the state standards. This ensures a fairer process for measuring actual student knowledge, with a focus on standards. Additionally, unlike summative exams that only offer a measure of student proficiency at grade level, MAP generates precise estimates of achievement regardless of whether a student is performing at grade level, far above, or far below. Students in grades K-7 on average gaining at least 1.25 grade levels indicates that the school is bringing students who are behind to grade level and provides the teacher with information to differentiate instruction and employ the characteristics of rigor in the classroom which will better prepare students for college.

Our additional goals are linked to the other most important pieces of our educational model; our focus on college attainment and our commitment to family/community involvement. In terms of college attainment, the final goal is the most important. CCLCS is committing to our scholars realizing the strong early literacy and math skills that are precursors to high levels of performance in the secondary coursework needed to be fully prepared for college. Our additional goals related to enrollment in AP courses for all scholars and high school graduation targets are designed to ensure that CCLCS scholars are prepared for not only enrollment in college but for success. . By making the commitment that 100% of our scholars will enroll in and attend college, CCLCS is locked into providing a level of course rigor that goes beyond what would traditionally happen only at the secondary level.

Our final goal recognizes that our other ambitious goals cannot be achieved without a genuine partnership between CCLCS, the families of our scholars and the community that they represent. Surveying parents reflects our commitment to work with parents as our partners and that we value their feedback about our educational program. Our annual parent survey measures satisfaction with all aspects of the school environment, operations, academic programs and student/family supports. CCLCS understands that full parental engagement across each of these domains will strengthen our collective impact on student achievement.

**CAPITOL CITY LIGHTHOUSE CHARTER SCHOOL
AN OPEN-ENROLLMENT CHARTER SCHOOL
WAIVERS**

District LEA:	6056700	Elementary School LEA:	6056701
City:	North Little Rock	Middle School LEA:	6056702
Opening Date:	Fall 2015	High School LEA:	6056703
Grades Approved:	K-12 (K-6 year 1)	Expiration Date:	June 30, 2020
CAP:	750 (344 year 1)		
Grades Served 2015-16:	K-6		

Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

6-10-106(a)(1)(A)	Uniform date for beginning and end of school year
6-13-601 et seq., except section 6-13-619(a), (b), and (d)	(School district boards of directors-generally)
6-13-109	Superintendent
6-14-101 et seq.	School board elections
6-15-1004	Concerning qualified teachers in every classroom)
6-15-1005(b)(5)	Alternative Learning Environments
6-15-2006(b)	concerning the annual report to the public (first year only)
6-17-201(c)(2)	Teacher personnel salary schedule
6-17-301	Concerning employment of certified personnel)
6-17-302	Concerning employment of principals)
6-17-309	Concerning certification to teach particular grade of subject matter)
6-17-401	Concerning teacher licensure requirement)
6-17-427	Superintendent
6-17-807	Additional Days worked
6-17-902	Concerning definition of teacher)
6-17-919	Concerning warrants void without valid teaching license and contract)
6-17-2201 et seq.	Minimum teacher compensation schedule
6-17-2301(c)	Requirements for written personnel policies
6-17-2401 et seq.	Minimum teacher compensation schedule
6-18-503(a)(1)(C)(i)	Alternative Learning Environments
6-25-101 et seq.	Library medial services
6-48-101 et seq.	Alternative Learning Environments

Waivers from Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

7.02.2	Concerning the annual report to the public (first year only)
7.03	Annual Report to the Public (First year only)
8.01	Coalition for Community Involvement
10.02	Class size and teaching load
15.01	Superintendent
15.02	Licensure and Renewal
15.03	Licensure and Renewal
16.02	Library Media Services
19.03	Alternative Learning Environments

Waivers from Other Rules:

Revised 11/14/2014

- Sections 6, 7 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.
- Sections 4.02.3 and 5 of the ADE Rules Governing School District Requests for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Websites
- ADE Rules Governing the Superintendent Mentoring Program
- Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding (all concerning the provision of an Alternative Learning Environment
- ADE Rules Governing Educator Licensure

Regardless of any waivers granted, every charter school must always abide by the following requirements:

- All standardized assessments required by the state must be administered solely by licensed personnel, as required by ADE Rules Governing the Arkansas Comprehensive Testing Assessment and Accountability Program, Sections 5.02.4 and 5.03.2. Violations of ADE assessment procedures are subject to sanctions by the State Board, including without limitation sanctions pursuant to Ark. Code Ann. §§ 6-15-438 and 6-23-105.
- All teachers and school personnel, whether licensed or unlicensed, must submit to the criminal background and central registry checks required by law.
- Any teacher, whether licensed or unlicensed, who teaches a core academic subject area must meet the requirements of the ADE Rules Governing Highly Qualified Teachers Pursuant to the No Child Left Behind Act of 2001. Core academic subject areas are defined by federal law to include English Language Arts, Reading, Mathematics, Science, Foreign Languages, Social Studies, Music, and Art.

APPENDIX F – CHARTER APPLICATION FORMS



ARKANSAS DEPARTMENT OF EDUCATION

2017 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 27, 2017, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201**



**ARKANSAS DEPARTMENT OF EDUCATION
2017 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter					
Enrollment Cap at the Charter					

Name of Sponsoring Entity: _____

Other Charter Schools Sponsored by this Entity

School Name	Location	Year Established	Current Accreditation Status	Web Address for State Assessment Results
asjdfkjasdfk				

The applicant is an “eligible entity” under the following category (check one):

- ☐ a public institution of higher education;
- ☐ a private nonsectarian institution of higher education;
- ☐ a governmental entity; or
- ☐ an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Primary Point of Contact: _____
Address: _____ City: _____
ZIP: _____ Daytime Phone Number: (____) _____
Email: _____

Charter Site Address: _____
City: _____ ZIP: _____
Date of Proposed Opening: _____

Chief Operating Officer of Proposed Charter (if known): _____
Title: _____ Address: _____
City: _____ ZIP: _____
Daytime Phone Number: (____) _____

The proposed charter will be located in the _____ School District.

List the current K-12 student enrollment of the district where the proposed public charter school would be located. _____ (Total District Enrollment)

List the school districts from which the charter school expects to draw students.

_____	_____	_____
_____	_____	_____
_____	_____	_____

Describe the geographical area to be served by the charter.

Applicant Response:

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark.Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____
Name: _____	Position: _____	State of Residence: _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Explain how the mission statement was developed.

Applicant Response:

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-302 was met:

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. ***The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.
 - D. Describe the plan for providing school board members with continuous professional development.

Applicant Response:

3. Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

Applicant Response:

4. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

5. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

6. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

7. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

8. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction; and

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

9. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts*.)

Applicant Response:

10. Describe the enrollment criteria and recruitment processes that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school. Please note any specific steps that will be taken to recruit students from educationally disadvantaged subpopulations (i.e. students who qualify for free or reduced lunch prices, students with disabilities, and English language learners).

Applicant Response:

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- ☐ 1. Children of founding members of the charter
- ☐ 2. Siblings of enrolled students
- ☐ 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- ☐ Yes
- ☐ No

Describe procedures for conducting the annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Explain how students leaving the charter during the school year will impact students on the waiting list. Please note that student enrollment must be continuous.

Applicant Response:

11. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

12. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

●

TEACHERS

Teacher Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

●

SUPPORT STAFF

Support Staff Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

•

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities. Be sure to specify the types of financial decisions and/or actions to be made at the local level, the board level, and, if applicable, the charter management organization level.

Applicant Response:

Describe the process by which the school governance will adopt an annual budget.

Applicant Response:

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures. Please note that all revenue must be formally committed.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students than determined necessary for financial viability, or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

14. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☐ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☐ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

18. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:

- (A) Any other individual specifically identified by name in Section A of the application;
- (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
- (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

19. Explain how the success of the charter school, in perpetuity, will be ensured.

Applicant Response:

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

21. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #4), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

Waiver Topic: _____

Statute/Standard/Rule to be Waived

Rationale for Waiver

**2017 Application
Open-Enrollment Public Charter School
Personnel Salary Schedule**

Administrative Positions:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
Line #					
1					
2	Subtotal:				
3	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
4	Total Administrative Positions:		\$0.00		\$0.00
Regular Classroom Instruction:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
5	Teachers				
6	Aides				
7	Subtotal:				
8	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
9	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
10	Total Regular Classroom Instruction:		\$0.00		\$0.00
Special Education:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
11	Teachers				
12	Aides				
13	Subtotal:				
14	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
15	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
16	Total Special Education:		\$0.00		\$0.00
Gifted and Talented Program:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
17	Teachers				
18	Aides				
19	Subtotal:				
20	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
21	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
22	Total Gifted and Talented Program:		\$0.00		\$0.00
Alternative Education Program/ Alternative Learning Environments:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
23	Teachers				
24	Aides				
25	Subtotal:				
26	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
27	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
28	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
29					
30	Subtotal:				
31	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
32	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
33					
34	Subtotal:				
35	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
36	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
37					
38	Subtotal:				
39	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
40	Total Health Services:		\$0.00		\$0.00
Media Services:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
41					
42	Subtotal:				
43	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
44	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
45					
46	Subtotal:				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
49					
50	Subtotal:				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
53					
54	Subtotal:				
55	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
56	Total Pupil Transportation:		\$0.00		\$0.00

Food Services:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
57					
58	Subtotal:				
59	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
60	Total Food Services:		\$0.00		\$0.00
Data Processing:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
61					
62	Subtotal:				
63	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
64	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2018-2019 No. FTEs	2018-2019 Salary	2019-2020 No. FTEs	2019-2020 Salary
65	Number of Certified Substitutes _____				
66	Number of Classified Substitutes _____				
67	Subtotal:				
68	Certified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
69	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
70	Total Substitute Personnel:		\$0.00		\$0.00
71	TOTAL EXPENDITURES FOR SALARIES:		\$0.00		\$0.00

**2016 Application
Open-Enrollment Public Charter School
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
Line #	2018-2019				
1	Number of Students	<input checked="" type="checkbox"/> \$6,646.00	State Foundation Funding	\$0.00	
2	Number of Students	<input checked="" type="checkbox"/> \$26.00	Professional Development	\$0.00	
3	Number of Students	<input checked="" type="checkbox"/>	NSL Funding (Select One)		
4	Number of Students	<input checked="" type="checkbox"/>	Other: <i>Explain Below</i>		
5	Number of Students	<input type="checkbox"/>	Other: <i>Explain Below</i>		
 2019-2020					
6	Number of Students	<input checked="" type="checkbox"/> \$6,646.00	State Foundation Funding		\$0.00
7	Number of Students	<input checked="" type="checkbox"/> \$26.00	Professional Development		\$0.00
8	Number of Students	<input checked="" type="checkbox"/>	NSL Funding (Select One)		
9	Number of Students	<input checked="" type="checkbox"/>	Other: <i>Explain Below</i>		
10	Total State Public Charter School Aid:			\$0.00	\$0.00
 Federal Charter School Aid:					
11	Title I			<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
12	Special Education				
13	Child Nutrition				
14	Other:				
15	Total Federal Charter School Aid:				
 Other Sources of Revenues:					
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)					
16	Private Donations or Gifts			<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
17	Special Grants (<i>List the amount</i>)				
18	Other (<i>Specifically Describe</i>)				
19	Total Other Sources of Revenues:				
20	TOTAL REVENUES:			\$0.00	\$0.00

EXPENDITURES

Administration:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
21	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
22	V - AD 1		
23	Supplies and Materials		
24	Equipment		
	Other (List Below)		
25			
26	Total Administration:	\$0.00	\$0.00
Regular Classroom Instruction:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
27	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
28	V - CI 1		
29	Supplies and Materials		
30	Equipment		
	Other (List Below)		
31			
32	Total Regular Classroom Instruction:	\$0.00	\$0.00
Special Education:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
33	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
34	V - SE 1		
35	Supplies and Materials		
36	Equipment		
	Other (List Below)		
37			
38	Total Special Education:	\$0.00	\$0.00
Gifted and Talented Program:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
39	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
40	V - GT 1		
41	Supplies and Materials		
42	Equipment		
	Other (List Below)		
43			
44	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
45	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
46	V - ALE 1 _____		
47	Supplies and Materials		
48	Equipment		
	Other (List Below)		
49	_____		
50	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
51	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
52	V - ELL 1 _____		
53	Supplies and Materials		
54	Equipment		
	Other (List Below)		
55	_____		
56	Total English Language Learner Program:	\$0.00	\$0.00
Guidance Services:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
57	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
58	V - GS 1 _____		
59	Supplies and Materials		
60	Equipment		
	Other (List Below)		
61	_____		
62	Total Guidance Services:	\$0.00	\$0.00
Health Services:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
63	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
64	V - HS 1 _____		
65	Supplies and Materials		
66	Equipment		
	Other (List Below)		
67	_____		
68	Total Health Services:	\$0.00	\$0.00
Media Services:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
69	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
70	V - MS 1 _____		
71	Supplies and Materials		
72	Equipment		
	Other (List Below)		
73	_____		
74	Total Media Services:	\$0.00	\$0.00

Fiscal Services:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
75	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
76	V - FS 1		
77	Supplies and Materials		
78	Equipment		
	Other (List Below)		
79			
80	Total Fiscal Services:	\$0.00	\$0.00
Maintenance and Operation:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
81	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
82	V - MO 1		
83	Supplies and Materials		
84	Equipment		
	Other (List Below)		
85			
86	Total Maintenance and Operation:	\$0.00	\$0.00
Pupil Transportation:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
87	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
88	V - PT 1		
89	Supplies and Materials		
90	Equipment		
	Other (List Below)		
91			
92	Total Pupil Transportation:	\$0.00	\$0.00
Food Services:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
93	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
94	V - FD 1		
95	Supplies and Materials		
96	Equipment		
	Other (List Below)		
97			
98	Total Food Services:	\$0.00	\$0.00
Data Processing:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
99	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
100	V - DP 1		
101	Supplies and Materials		
102	Equipment		
	Other (List Below)		
103			
104	Total Data Processing:	\$0.00	\$0.00

Substitute Personnel:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
105	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
106	V - SB 1		
107	Total Substitute Personnel:	\$0.00	\$0.00
Facilities:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
108	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
109			
110	Property Insurance for One Full Year		
111	Content Insurance for One Full Year		
112	Total Facilities:		
Debt Expenditures:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
	List Debts Below		
113			
114	Total Debt Expenditures:		
Other Expenditures:		<u>2018-2019 Amount:</u>	<u>2019-2020 Amount:</u>
	List Other Expenditures Below		
115			
116	Total Other Expenditures:		
117	TOTAL EXPENDITURES:	\$0.00	\$0.00
118	NET REVENUE OVER EXPENDITURES:	\$0.00	\$0.00



ARKANSAS DEPARTMENT OF EDUCATION

2017 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Thursday, August 3, 2017, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

**Arkansas Department of Education
Charter School Office
Four Capitol Mall
Little Rock, AR 72201**

**ARKANSAS DEPARTMENT OF EDUCATION
2017 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: _____

Grade Level(s) for the School: _____ Student Enrollment Cap: _____

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Grades to be Offered at the Charter					
Enrollment Cap at the Charter					

Name of School District: _____

Name of Primary Point of Contact: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

Email: _____

Charter Site Address: _____

City: _____ ZIP: _____

Date of Proposed Opening: _____

Name of Superintendent: _____

Address: _____ City: _____

ZIP: _____ Daytime Phone Number: (____) _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Explain how the mission statement was developed.

Applicant Response:

Briefly describe the key programmatic features that the school will implement in order to accomplish the mission.

Applicant Response:

Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

The applicant for the proposed charter school, if approved by the authorizer, agrees to operate the educational program described below in accordance with the provisions described within this document, Arkansas Code Annotated §6-23-101 et seq., the State Board of Education Rules Governing Public Charter Schools, and the attached assurances.

Provide a narrative description of the various components of the proposed charter school by responding to the following prompts:

1. Describe the results of the public hearing, which was held for the purpose of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Attach documentation to demonstrate that each of the following requirements of Arkansas Code Annotated §6-23-201 was met:

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting.**

2. Describe the educational need for the school by responding to the following prompts.

Explain the educational need for the charter in the district and/or geographical area to be served by the charter. Be certain to include quantitative data related to academic achievement and the source(s) for information presented.

Applicant Response:

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools in the geographical area to be served by the charter. Consider noting if the innovations described are considered research-based best practices and/or if these innovations have been successful in other educational programs. The applicant may list as few or as many innovations as they deem appropriate for their proposed charter.

Applicant Response:

3. On the following table, list the specific measurable goals in reading, English, writing, mathematics, and science, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
- The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

4. For elementary charter schools, provide a proposed daily schedule for all grade levels indicating the classes that will be provided for a one week time period. For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

Please note that depending on how the school is structured, middle grades could be considered part of an elementary school, a middle school, or a high school.

5. Provide a description of curriculum, programs, and instructional methods used to support core classes. Explain how the district will pay for all associated costs.

Applicant Response:

6. Describe the educational program to be offered by the charter school

Applicant Response:

Complete the chart to explain how the key features of the program will be afforded.

EXPENSES TO BE INCURRED BY NEW CHARTER

Specific Item/Program/Service	Estimated Cost	
Description of New Funds to Pay for Item/Program/Service <i>If private, include an attachment to demonstrate commitment.</i>		Amount
Prior Year Item/Program/Service Expense Reduced to Fund Charter <i>If applicable.</i>		Amount of Reduction
Explanation	No variance.	

7. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

8. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

9. Describe the school improvement plan by addressing the following:
- A) Explain how and how often the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

10. Describe the ongoing process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

11. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

- A) Guidance program;

Applicant Response:

- B) Health services;

Applicant Response:

C) Media center;

Applicant Response:

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

E) Transportation;

Applicant Response:

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

G) English Language Learner (ELL) instruction; and

Applicant Response:

H) Gifted and Talented Program.

Applicant Response:

12. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during the previous academic year in meeting its academic performance objectives.
(See Arkansas Code Annotated 6-23-202.)

Applicant Response:

13. Describe the enrollment criteria and student admission, recruitment, and selection processes for the proposed public charter school.

Applicant Response:

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

☐ Yes

☐ No

14. Name any district personnel, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

15. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

●

TEACHERS

Teacher Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

●

SUPPORT STAFF

Support Staff Position: _____

Reports to: _____

Salary Range: _____

Minimum Qualifications Required

Education Required:

Experience Required:

Certification Required:

Job Duties: List up to 5 key duties this individual will perform.

●

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

☐ Yes

☐ No

17. Describe the facilities to be used. Give the present use of the facility.

Applicant Response:

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☐ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

18. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

19. Explain how the success of the charter school, in perpetuity, will be ensured.

Applicant Response:

20. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

21. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will assist the charter in achieving the previously stated goals (see prompt #3), and explain how those goals will be achieved if the waiver is not granted.**

Applicant Response:

Waiver Topic: _____

Statute/Standard/Rule to be Waived

Rationale for Waiver

APPENDIX F – CHARTER APPLICATION TIMELINES

PROPOSED Open-Enrollment TIMELINE FOR CHARTERS TO OPEN IN 2018-2019

DATE	EVENT/DEADLINE
February 9, 2017 **	State Board of Education approves application form
March 7, 2017	Letters of intent to apply due to ADE by 4:00 p.m.
March 9, 2017, 8:00 a.m.	Mandatory applicant workshop
April 27, 2017	Applications due to ADE by 4:00 p.m.
May – June 2017	Application review by ADE staff (Charter Internal Review Committee [CIRC])
Early July 2017	Applicants respond to ADE staff review
August 16-17, 2017 **	Charter Authorizing Panel conducts applicant hearings
September 14, 2017 **	State Board of Education determines whether to review any applicant determinations made by the Panel (If the State Board of Education decides to review an applicant decision made by the Panel, the Board will conduct a hearing at a later meeting.)
** Subject to change	

PROPOSED DISTRICT CONVERSION TIMELINE FOR CHARTERS TO OPEN IN 2018-2019

DATE	EVENT/DEADLINE
February 9, 2017**	State Board of Education approves application form
March 7, 2017	Letters of intent to apply due to ADE by 4:00 p.m.
March 9, 2017, 1:00 p.m.	Mandatory applicant workshop
August 3, 2017	Applications due to ADE by 4:00 p.m.
August – September 2017	Application review by ADE staff (Charter Internal Review Committee [CIRC])
Early October 2017	Applicants respond to ADE staff review
October 18-20, 2017 **	Charter Authorizing Panel conducts applicant hearings
November 9, 2017 **	State Board of Education determines whether to review any applicant determinations made by the Panel (If the State Board of Education decides to review an applicant decision made by the Panel, the Board will conduct a hearing at a later meeting.)
** Subject to change	

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

BUDGET NARRATIVE

The following narrative presents a justification for estimating the costs of Subgrants, Contractual direct costs, and indirect costs for the proposed Charter School Program Application (CSP) grant program. The initial budget amounts reflect the overall five- year grant period and it is followed with yearly breakdowns that specify the expenses and a justification of the amounts.

OVERALL OF FIVE YEAR BUDGET TOTALS

Contractual – Arkansas Public School Resource Center (APSRC) has requested [REDACTED] to support technical assistance, personnel and benefits of two full time staff, travel, supplies, equipment and evaluation costs associated with the CSP grant. This is 6.08% of the total budget request. Annually, it will be used to support an independent quantitative evaluation of the Arkansas Charter Schools Program to be conducted by an external evaluator which will produce a longitudinal comparison by the end of the grant.

Subgrants - APSRC has requested funds to support applicants for activities related to planning for and opening open enrollment or conversion charter schools or to replicate or expand high-quality charter schools. Over the five-year period of the CSP grant support will be provided to 31 applicants. The breakdown of the financial support by the subgrants is documented here for your review disaggregated by type of charter per year.

Year 1	Number of Subgrants	Costs
Open Enrollment	3	[REDACTED]
District Conversion	3	
Expansion	2	
Year 2		
Open Enrollment	3	
District Conversion	3	
Expansion	2	
Year 3		
Open Enrollment	3	

District Conversion	2	
Expansion	2	
Year 4		
Open Enrollment	2	
District Conversion	1	
Expansion	1	
Year 5		
Open Enrollment	2	
District Conversion	1	
Expansion	1	
Totals		
Open Enrollment	13	
District Conversion	10	
Expansion	8	

Indirect Costs. APSRC will stay within the recommended 3% as the indirect cost rate for the five-year CSP grant. Indirect costs will include funds for consultant training fees by nationally recognized instructional and leadership experts, coaching services by APSRC's Teaching & Learning Department, and the National Association of Charter School Authorizers that will provide workshops and trainings to support charter teachers and administrators, charter board members, Charter Authorizing Panel members, and State Board of Education members and costs of financial support services. The total indirect costs are less than 3% annually as indicated on the yearly budget pages totalin [REDACTED] for the five-year project period. Included below is a year-by-year breakdown of budgetary resources.

Total Costs. Total costs are [REDACTED] accounting for direct costs of subgrants and contractual services at [REDACTED] and indirect costs of [REDACTED]. As shown on the attached budget summary page, 91.3% of the grant funds have been budgeted to distribute in subgrants, 6.08% of the funds are applied to contractual services and the remaining funds have been budgeted to allow APSRC to properly administer the grant.

TOTAL COSTS

Cost	Total	Percentage of Total Funds
Total Direct Costs Associated with Subgrant Awards		91.3%
Contractual Costs		6.08%
Total Indirect Costs		2.6%
Total		100%

YEAR ONE BUDGET NARRATIVE

CONTRACTUAL: [REDACTED]

Personnel: [REDACTED]

Two staff FTE's salaries of the Technical Assistance team consisting of two (2) fully funded positions (Director of Charter Development and Grant Specialist) who will be hired and contracted by APSRC who will serve as the leaders in the state for identifying and disseminating information and research regarding best practices in successful charter schools.

Fringe Benefits: [REDACTED]

Two FTE staff fringe benefits which are calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem; and
- [REDACTED] Statewide and regional ground travel costs for two team members based on current APSRC mileage and reimbursement rates for hotel and per diem.

Equipment: [REDACTED]

Purchase of two laptop computers [REDACTED] and software to support grant tracking and presentation development [REDACTED] desktop printer [REDACTED] and one portable projector for workshop presentations and media event [REDACTED]

Supplies [REDACTED]

General office and training supplies for two FTE staff including postage, printing and copying of materials, award banners, publicity items, and software.

Contractual: [REDACTED]

- [REDACTED] Authorizer Training - Training costs associated with charter authorizers via contract with the National Association of Charter School Authorizers that supports charter board members, State Charter Authorizing Panel, and State Board of Education members by enhancing their knowledge of best practices.
- \$5,000 Evaluation - Independent quantitative evaluation of Arkansas charter schools to be conducted by external evaluator which will address academic achievement, fiscal management, and programmatic objectives from the CSP grant.

INDIRECT COSTS: [REDACTED]

On-site Technical Assistance [REDACTED]

On-site coaching by APSRC's Teaching & Learning Department for intensive curricular, instructional and leadership support to the establishment of new charter programs and on-going professional development of the staff members that meets all requirements by the state of Arkansas for professional development staff credit. This intensive intervention is based on a personalized plan developed with each of the grantees designed to address their specific support needs.

Training and Direct Support [REDACTED]

Training fees and direct support by recognized instructional, fiscal, legal, technology, and

leadership experts that enhances implementation of high-quality charter schools. This would involve the establishment of all fiscal accountability programmatic elements for the start up or expansion of a high-quality charter school and provide each of the grantees access to the technical assistance from APSRC staff and other experts representing Technology, Legal, Communication, Teaching and Learning, and Fiscal specialists upon demand.

Institutional Costs: [REDACTED]

APSRC will utilize indirect costs to cover institutional support of the grant, including costs of financial support services, administrative functions, public relations and media support, cost of all technology support services including the management of the hardware and software, office accommodations, telephone, legal assistance, audits, and all services required to properly administer the CSP grant requirements.

YEAR TWO BUDGET

CONTRACTUAL: [REDACTED]

Personnel: [REDACTED]

Two staff FTE's salaries of the Technical Assistance team consisting of two (2) fully funded positions (Director of Charter Development and Grant Specialist) with a 3% increase contracted with APSRC who will serve as the leaders in the state for identifying and disseminating information and research regarding best practices in successful charter schools.

[REDACTED]

Two FTE staff fringe benefits which are calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

- [REDACTED]
- \$2,500 One attendee at the Charter School Program Directors' meeting includes air and ground transportation, hotel and per diem;

- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem; and
- [REDACTED] Statewide and regional ground travel costs for two team members based on current APSRC mileage and reimbursement rates for hotel and per diem.

Supplies [REDACTED]

General office and training supplies for two FTE staff including postage, printing and copying of materials, award banners, publicity items, and software.

Contractual: [REDACTED]

- [REDACTED] Evaluation - Independent quantitative evaluation of Arkansas charter schools to be conducted by external evaluator which will address academic achievement, fiscal management, and programmatic objectives from the CSP grant.
- [REDACTED] Authorizer Training - Training costs associated with charter authorizers via contract with the National Association of Charter School Authorizers or national consultants that support charter board members, State Charter Authorizing Panel, and State Board of Education members by enhancing their knowledge of best practices.

INDIRECT COSTS: [REDACTED]

On-site Technical Assistance: [REDACTED]

On-site coaching by the APSRC Teaching & Learning Department for intensive curricular, instructional and leadership support to the establishment of new charter programs and on-going professional development of the staff members that meets all requirements by the state of Arkansas for professional development staff credit. This intensive intervention is based on a personalized plan developed with each of the grantees designed to address their specific support needs.

Training and Direct Support [REDACTED]

Training fees and direct support by recognized instructional, fiscal, legal, technology, and leadership experts that enhances implementation of high-quality charter schools. This would involve the establishment of all fiscal accountability programmatic elements for the start up or expansion of a high-quality charter school and provide each of the grantees access to the technical assistance from APSRC staff and other experts representing Technology, Legal, Communication, Teaching and Learning, and Fiscal specialists upon demand.

Institutional Costs: [REDACTED]

APSRC will utilize indirect costs to cover institutional support of the grant, including costs of financial support services, administrative functions, public relations and media support, cost of all technology support services including the management of the hardware and software, office accommodations, telephone, legal assistance, audits, and all services required to properly administer the CSP grant requirements.

YEAR THREE BUDGET

CONTRACTUAL: [REDACTED]

Personnel: [REDACTED]

Two staff FTE's salaries of the Technical Assistance team consisting of two (2) fully funded positions (Director of Charter Development and Grant Specialist) with a 3% increase contracted with APSRC who will serve as the leaders in the state for identifying and disseminating information and research regarding best practices in successful charter schools.

Fringe Benefits: [REDACTED]

Two FTE staff fringe benefits which are calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem; and
- [REDACTED] Statewide and regional ground travel costs for two team members based on current APSRC mileage and reimbursement rates for hotel and per diem.

Equipment: [REDACTED]

Replacement of any necessary equipment and purchase of new software.

Supplies: [REDACTED]

General office and training supplies for two FTE staff including postage, printing and copying of materials, award banners, publicity items, and software.

Contractual: [REDACTED]

- [REDACTED] Evaluation - Independent quantitative evaluation of Arkansas charter schools to be conducted by external evaluator which will address academic achievement, fiscal management, and programmatic objectives from the CSP grant.
- [REDACTED] Authorizer Training - Training costs associated with charter authorizers by contract with the National Association of Charter School Authorizers or national consultants that support charter board members, State Charter Authorizing Panel, and State Board of Education members by enhancing their knowledge of best practices.

INDIRECT COSTS: [REDACTED]

On-site Technical Assistance: [REDACTED]

On-site coaching by the APSRC Teaching & Learning Department for intensive curricular,

instructional and leadership support to the establishment of new charter programs and on-going professional development of the staff members that meets all requirements by the state of Arkansas for professional development staff credit. This intensive intervention is based on a personalized plan developed with each of the grantees designed to address their specific support needs.

Training and Direct Support: [REDACTED]

Training fees and direct support by recognized instructional, fiscal, legal, technology, and leadership experts that enhances implementation of high-quality charter schools. This would involve the establishment of all fiscal accountability programmatic elements for the start up or expansion of a high-quality charter school and provide each of the grantees access to the technical assistance from APSRC staff and other experts representing Technology, Legal, Communication, Teaching and Learning, and Fiscal specialists upon demand.

Institutional Costs: [REDACTED]

APSRC will utilize indirect costs to cover institutional support of the grant including costs of financial support services, administrative functions, public relations and media support, cost of all technology support services including the management of the hardware and software, office accommodations, telephone, legal assistance, audits, and all services required to properly administer the CSP grant requirements.

YEAR FOUR BUDGET

CONTRACTUAL: [REDACTED]

Personnel: [REDACTED]

Two staff FTE's salaries of the Technical Assistance team consisting of two (2) fully funded positions (Director of Charter Development and Grant Specialist) with a 3% increase contracted with APSRC who will serve as the leaders in the state for identifying and disseminating information and research regarding best practices in successful charter schools.

Fringe Benefits [REDACTED]

Two FTE staff fringe benefits which are calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Travel [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem; and
- [REDACTED] tatewide and regional ground travel costs for two team members based on current APSRC mileage and reimbursement rates for hotel and per diem.

Equipment: [REDACTED]

Replacement of any necessary equipment and purchase of new software.

Supplies [REDACTED]

General office and training supplies for two FTE staff including postage, printing and copying of materials, award banners, publicity items, and software.

Contractual: [REDACTED]

- \$5,000 Evaluation - Independent quantitative evaluation of Arkansas charter schools to be conducted by external evaluator which will address academic achievement, fiscal management, and programmatic objectives from the CSP grant.
- [REDACTED] uthorizer Training - Training costs associated with charter authorizers via contract with the National Association of Charter School Authorizers or national consultants that support charter board members, State Charter Authorizing Panel, and

State Board of Education members by enhancing their knowledge of best practices.

INDIRECT COSTS: [REDACTED]

On-site Technical Assistance: [REDACTED]

On-site coaching by the APSRC Teaching & Learning Department for intensive curricular, instructional and leadership support to the establishment of new charter programs and on-going professional development of the staff members that meets all requirements by the state of Arkansas for professional development staff credit. This intensive intervention is based on a personalized plan developed with each of the grantees designed to address their specific support needs.

Training and Direct Support: [REDACTED]

Training fees and direct support by recognized instructional, fiscal, legal, technology, and leadership experts that enhances implementation of high-quality charter schools. This would involve the establishment of all fiscal accountability programmatic elements for the start up or expansion of a high-quality charter school and provide each of the grantees access to the technical assistance from APSRC staff and other experts representing Technology, Legal, Communication, Teaching and Learning, and Fiscal specialists upon demand.

Institutional Costs: [REDACTED]

APSRC will utilize indirect costs to cover institutional support of the grant including costs of financial support services, administrative functions, public relations and media support, cost of all technology support services including the management of the hardware and software, office accommodations, telephone, legal assistance, audits, and all services required to properly administer the CSP grant requirements.

YEAR FIVE BUDGET

CONTRACTUAL: [REDACTED]

Personnel: [REDACTED]

Two staff FTE's salaries of the Technical Assistance team consisting of two (2) fully funded positions (Director of Charter Development and Grant Specialist) with a 3% increase contracted with APSRC who will serve as the leaders in the state for identifying and disseminating information and research regarding best practices in successful charter schools.

Fringe Benefits: [REDACTED]

Two FTE staff fringe benefits which are calculated to include all mandatory withholding and sponsored benefits including retirement and insurance.

Travel: [REDACTED]

- [REDACTED] One attendee at the Charter School Program Directors' meeting includes air and ground transportation, hotel and per diem;
- [REDACTED] Staff attendance at two to three national/annual or regional conferences including but not limited to the National Association of Public Charter Schools and National Association of Charter School Authorizers which includes air and ground transportation, hotel and per diem; and
- [REDACTED] Statewide and regional ground travel costs for two team members based on current APSRC mileage and reimbursement rates for hotel and per diem.

Equipment: [REDACTED]

Replacement of any necessary equipment and purchase of new software.

Supplies: [REDACTED]

General office and training supplies for two FTE staff including postage, printing and copying of materials, award banners, publicity items, and software.

Contractual: [REDACTED]

- [REDACTED] valuation - Final report including independent quantitative evaluation of Arkansas Charter Schools longitudinally to be conducted by external evaluator which will

address academic achievement, fiscal management, and programmatic objectives from the CSP grant.

INDIRECT COSTS: [REDACTED]

On-site Technical Assistance: [REDACTED]

On-site coaching by the APSRC Teaching & Learning Department for intensive curricular, instructional and leadership support to the establishment of new charter programs and on-going professional development of the staff members that meets all requirements by the state of Arkansas for professional development staff credit. This intensive intervention is based on a personalized plan developed with each of the grantees designed to address their specific support needs

Training and Direct Support: [REDACTED]

Training fees and direct support by recognized instructional, fiscal, legal, technology, and leadership experts that enhances implementation of high-quality charter schools. This would involve the establishment of all fiscal accountability programmatic elements for the start up or expansion of a high-quality charter school and provide each of the grantees access to the technical assistance from APSRC staff and other experts representing Technology, Legal, Communication, Teaching and Learning, and Fiscal specialists upon demand.

Authorizer Training: [REDACTED]

Training costs associated with charter authorizers by the National Association of Charter School Authorizers that support charter board members, State Charter Authorizing Panel, and State Board of Education members by enhancing their knowledge of best practices.

Institutional Costs: [REDACTED]

APSRC will utilize indirect costs to cover institutional support of the grant including costs of financial support services, administrative functions, public relations and media support, cost of all technology support services including the management of the hardware and software, office

accommodations, telephone, legal assistance, audits, and all services required to properly administer the CSP grant requirements.