

HB

393

HOUSE BILL NO. 393 (Amended)

IN THE LEGISLATURE OF THE STATE OF ALASKA

TWENTY-SIXTH LEGISLATURE-FIRST SESSION

BY REPRESENTATIVE KELLER

Offered: 03/31/10

Referred:

A BILL

FOR AN ACT ENTITLED

01 **"An Act relating to charter school approval and funding."**

02 **BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:**

03 *** Section 1.** AS 14.03.250(a) is amended to read:

04 (a) A charter school may be established as provided under AS 14.03.250 -
05 14.03.290 upon the approval of the local school board and the state Board of
06 Education and Early Development of an application for a charter school. [THE
07 STATE BOARD OF EDUCATION AND EARLY DEVELOPMENT MAY NOT
08 APPROVE MORE THAN 60 CHARTER SCHOOLS TO OPERATE IN THE
09 STATE AT ANY ONE TIME.]

10 *** Sec. 2.** AS 14.11 is amended by adding new sections to read:

11 **Article 2. Charter School Facilities.**

12 **Sec. 14.11.121. Supplemental charter school facilities construction, lease,**
13 **and major maintenance grant program.** (a) The department shall establish a charter
14 school facilities construction, lease, and major maintenance grant program that
15 supplements grant aid otherwise available under this chapter and that is based on a per

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pupil funding formula.

(b) The department shall apply for available federal funding and award federal funding made available under the grant program established under (a) of this section for not more than five years [FOR APPROVED PROJECTS] for charter school facilities construction, lease, or major maintenance **projects for which an assumption of responsibilities has been made under AS 14.11.020** as follows:

(1) 90 percent of the allowable costs for the first fiscal year for the [APPROVED] project;

(2) 80 percent of the allowable costs for the second fiscal year for the [APPROVED] project;

(3) 60 percent of the allowable costs for the third fiscal year for the [APPROVED] project;

(4) 40 percent of the allowable costs for the fourth fiscal year for the [APPROVED] project; and

(5) 20 percent of the allowable costs for the fifth fiscal year for the [APPROVED] project.

(c) The grant program established in this section is subject to legislative appropriation and available funding and must be consistent with applicable [FEDERAL AND STATE] **federal, state, and local** requirements.

(d) A school district or regional educational attendance area that submits an application for a proposed project under [AS 14.11.011] for funding under this section that is [approved for funding by the department] **assumed under AS 14.11.020** shall provide a participating share that is equal to the difference between available federal funding and the state aid provided under AS 14.11.126. Allowable costs for a project [approved under this section shall be] **under this section shall be determined by the governing body of the school district and be** based on the adjusted student count for a charter school calculated under AS 14.17.450(a) and (c)[, as determined by the commissioner].

Sec. 14.11.126. State aid for costs of charter school construction, lease, and major maintenance. During each fiscal year, the state shall allocate to a school district and regional educational attendance area that [is approved] **submits an application** for a charter school

WORK DRAFT WORK DRAFT WORK DRAFT

29 facilities construction, lease, or major maintenance grant under AS 14.11.121 an
30 amount that is not less than one dollar for each pupil enrolled in the charter school.
31 * **Sec. 3.** AS 14.11.121 and 14.11.126, added by sec. 2 of this Act, are repealed July 1,
01 2015.

ADOPTED

Conc. Am.

AMENDMENT

AS Amending

Delete P. 2, line 8

OFFERED IN THE HOUSE
TO: HB 393

BY REPRESENTATIVE KELLER

- 1 Page 2, line 4:
- 2 Delete "for approved projects"
- 3
- 4 Page 2, line 5, following "maintenance":
- 5 Insert "projects for which an assumption of responsibilities has been made under
- 6 AS 14.11.020"
- 7
- 8 Page 2, line 7:
- 9 Delete "approved"
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- 11 Page 2, line 9:
- 12 Delete "approved"
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- 14 Page 2, line 11:
- 15 Delete "approved"
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- 17 Page 2, line 13:
- 18 Delete "approved"
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- 20 Page 2, line 15:
- 21 Delete "approved"
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- 23 Page 2, lines 17 - 18:

1 Delete "federal and state"

2 Insert "federal, state, and local"

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4 Page 2, line 20:

5 Delete "under AS 14.11.011"

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7 Page 2, line 21:

→ 8 [Delete "approved for funding by the department"] *Am H 1 to Am H 1 delete*

9 Insert "assumed under AS 14.11.020"

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11 Page 2, line 23:

12 Delete "approved under this section shall be"

13 Insert "under this section shall be determined by the governing body of the school
14 district and be"

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16 Page 2, line 25:

17 Delete ", as determined by the commissioner"

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19 Page 2, line 28:

20 Delete "is approved"

21 Insert "submits an application"

* Sec. ~~14.11.0204~~. Assumption of responsibilities.

(a) The assembly or council of a municipality that is a school district or a regional school board may, by resolution or majority vote of the body, assume the responsibilities relating to the planning, design, and construction of a school or an education-related facility located within the boundaries or operating area of the municipality or regional educational attendance area. After receipt of a request by an assembly or council under this subsection, the department shall provide for the assumption of the responsibilities requested. After receipt of a request by a regional school board under this subsection, the department may provide for the assumption of the responsibilities requested.

(b) If a municipality that is a school district or a regional educational attendance area assumes the responsibilities under this section, the department shall grant to the municipality or regional educational attendance area money appropriated for the school or education-related facility. The department may transfer the appropriations to a special construction account in the state treasury. Under the fiscal control of the department, a municipality or regional educational attendance area that assumes responsibilities for the project as provided in this section may draw on the account for costs of the project.

(c) The construction management costs of a project assumed under this section may not exceed four percent of the amount of appropriations for the facility if the amount of appropriations is \$500,000 or less. The construction management costs of a project assumed under this section may not exceed three percent of the amount of appropriations for the facility if the amount of appropriations is over \$500,000 but less than \$5,000,000. The construction management costs of a project assumed under this section may not exceed two percent of the amount of appropriations for the facility if the amount of appropriations is \$5,000,000 or more. For purposes of this subsection "construction management" means management of the project's schedule, quality, and budget during any phase of the planning, design, and construction of the facility by a private contractor engaged by the municipality or regional educational attendance area.

(d) The commissioner shall adopt necessary regulations implementing this section, and setting out the requirements for agreements between the department and a municipality or regional educational attendance area relating to the assumption by the municipality or regional educational attendance area of responsibilities for the planning, design, and construction of a project.

State approves new charter school

By Frontiersman staff

PALMER -- Birchtree Charter School has gotten a green light from the state and will be holding an informational meeting this week for interested parents.

The meeting, hosted by the Birchtree Parent's Guild, will start at 6 p.m. Thursday in the Palmer Library.

Birchtree aims to be a "Waldorf-inspired" school with a curriculum that takes into account a child's developmental stages and puts arts and handicrafts on an equal footing with the standbys of

math, science and reading.

Lori Berrigan, one of the parents organizing to create Birchtree, said in an e-mail that the school had recently cleared its final bureaucratic hurdle and won approval from the state.

"We are officially a school option in the Mat-Su Valley," she wrote.

In addition to Thursday's meeting, interested parents should save the date of April 21, when the school will hold its lottery to select its inaugural group of students.

For more information visit the school's website at birchtreecharterschool.org

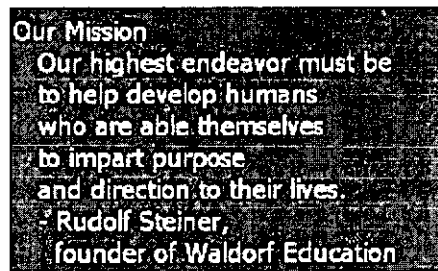
Applications for enrollment will be available April 1st! A lottery will take place April 21st. Location TBA.

Birchtree Charter School is slated to open during the 2010-2011 school year in the Matanuska-Susitna Valley, Alaska. Birchtree will be a Waldorf-inspired program.

Waldorf Education is based in a rich pedagogical tradition that both nurtures and respects the child. It is based on the work of Rudolf Steiner. The first Waldorf School was founded in Stuttgart, Germany in 1919. In Waldorf preschools and kindergartens, young children's days are framed with strong and balanced rhythms. Active and quiet times are weaved together throughout the day. A typical day might start with outdoor time, followed by story time and then snack. The children then have time for

unstructured creative play. From ages 0 to 7, children mostly live in their bodies and are exerting their will. This is a time when children learn primarily through example and imitation. Early academics are not part of Waldorf Education as we do not want to take children out of their bodies and into their heads until they are ready. This academic readiness usually happens by first grade.

In first grade, active and quiet times are weaved together throughout the day. From ages 7 to 14, children are thought to live primarily in their 'feeling life'. During these years, children hear the great myths and legends of various cultures. In these stories, the children's feelings are deeply affected. Math, science, history, art, language arts, music are weaved throughout the day and year. An artistic approach is used in all Waldorf schools, unlocking each child's artistic ability and deepening each child's feelings and experience for what he/she is studying. Textbooks are not used. Instead each child creates their own main lesson book. These are books each child creates, exerting their will to use care and their best handwriting while they are being created.



We want to help provide your child with a rich educational growth process. It is imperative that we, as parents and educators, understand and teach to our youth through sensory experience, both large and small motor movement, and through imitating and connecting with our environment. In your child, we hope to nurture a deep connection with nature, with each other, and with our community. In so doing, we aim to develop smart, imaginative, and compassionate stewards of the future.

Would you like your children to attend a Mat-Su Valley Waldorf-inspired Charter School, preschool, or daycare? We invite you to join us for our recreational activities and workshops to find out how you can get involved today. Come meet and play with us!

[Check here for upcoming events!](#)

EED's Program Specialist for correspondence and charter schools is a shared position within the Department of Education and Early Development (EED). The charter school duties were rolled into the correspondence school position after the U.S. Department of Education's grant ended.

The EED program specialist is assigned to act as a liaison between school districts and the department for school districts that operate statewide correspondence and charter school programs. In addition, the following is a list of duties, however not all inclusive:

- ❖ Provides and/or arranges for professional development and technical assistance to school districts in the design, implementation and evaluation of their statewide correspondence and charter school program;
- ❖ Develops and implements monitoring procedures for EED to conduct field audits of statewide correspondence and charter schools for compliance with state and federal laws and regulations;
- ❖ Conducts on-site program quality reviews as required, and interprets available data and state guidelines to determine compliance with state and federal laws and regulations;
- ❖ Develops procedures and timelines to communicate site visit findings to commissioner and school districts. Assist districts in the development of corrective action plans where required;
- ❖ Reviews and approves corrective action plans that address area identified as deficient;
- ❖ Develops procedures and timelines to communicate site visit findings to commissioner and school districts;
- ❖ Assist districts in the development of corrective action plans when required. Reviews and approves corrective action plans that address area identified as deficient;
- ❖ Develops revocation criteria and procedures should circumstances require EED to rescind a district's approval to operate a statewide correspondence school;
- ❖ Develop and recommend changes to regulations as a result of field audits to clarify intent of current laws and regulations;
- ❖ Develops the statewide correspondence and charter school application template used by school district staff to show operation will be in compliance with state and federal laws and regulations;
- ❖ Reviews applications and approves those that meet EED regulations for statewide correspondence schools;
- ❖ Provides guidance to school districts in preparing a compliant application;
- ❖ Communicates with statewide correspondence and charter schools, monitoring program fund expenditures to determine compliance with applicable requirements. Plans and conducts statewide, regional, or on-site trainings for educators and parents related to statewide correspondence and charter school implementation;
- ❖ Provides direct oversight of federal Charter School grant application, implementation and reporting requirements;
- ❖ Coordinates or facilitates curriculum and research-based strategies and identifies exemplary programs and practices to provide effective programs within the context of state guidelines for statewide correspondence and charter schools.
- ❖ Provides technical support and disseminate materials, information and resources on new developments and successful practices through newsletters, memos, the website and other electronic means.

State of Alaska
Department of Education and Early Development
Active and closed Charter Schools

Program	District	Enroll	Lease	Square'	Attendance	Open	Close
Alaska Native Cultural School	Anchorage	199	Leased Facility	10,000	Anchorage	2009	Open
Aquarian Charter School	Anchorage	359	Leased Facility		Anchorage	1997	Open
Eagle Academy Charter School	Anchorage	163	Leased Facility	17,500	Chugiak	2004	Open
Family Partnership Charter School	Anchorage	591	Leased Facility	2,330	Anchorage	1997	Open
Frontier Charter	Anchorage	326	Leased Facility	2,800	Anchorage	2003	Open
Highland Tech. Charter School	Anchorage	238	Leased Facility	30,000	Anchorage	2003	Open
Rilke School Charter School	Anchorage	266	Leased Facility	34,000	Anchorage	2007	Open
Winterberry Charter School	Anchorage	199	Leased Facility	16,000	Anchorage	2005	Open
Chinook Montessori Charter School	Fairbanks	153	Leased Facility		Fairbanks	1996	Open
Effie Kokrine Charter School	Fairbanks	156	District Owned	30,850	Fairbanks	2005	Open
Star of the North Charter School	Fairbanks	200	Leased Facility	Est. 5000	North Pole	2004	Open
Watershed Charter School	Fairbanks	172	Leased Facility		Fairbanks	2008	Open
Juneau Community Charter School	Juneau	86	Leased Facility	3,370	Juneau	1997	Open
Aurora Borealis Charter School	Kenai	182	District Owned		Kenai	1997	Open
Fireweed Academy	Kenai	74	District Owned		Homer	1997	Open
Kaleidoscope School of Arts & Sciences	Kenai	248	District Owned		Kenai	2004	Open
Soldotna Montessori Charter School	Kenai	159	District Owned		Soldotna	2002	Open
Ketchikan Charter School	Ketchikan	179	District Owned		Ketchikan	1997	Open
Tongass School of Arts and Sciences	Ketchikan	168	District Owned		Ketchikan	2003	Open
Ayaprun Elitnaurvik Yup'ik Immersion	Lower Kusokwim	169	District Owned		Bethel	1999	Open
Academy Charter School	MatSu	224	Owned	19,000	Palmer	1997	Open
Fronterias Charter School	MatSu*	202	District Owned	12,000	Wasilla	2005	Open
Midnight Sun Family Learning Center	MatSu	163	Leased Facility	16,500	Wasilla	1997	Open
Twindly-Bridge Charter School	MatSu	276	Leased Facility	3,000	Palmer	2005	Open
Anvil City Science Academy	Nome	44	District Owned	Diagram	Nome	1998	Open
Closed Schools							
Project Education	Galena	N/A	N/A	N/A	N/A	1996	1999
Bay View Charter School	Kenai	N/A	N/A	N/A	N/A	1997	1999
Walden Pond Charter School	Anchorage	N/A	N/A	N/A	N/A	1997	2000
Wiseman/Coldfoot School	Yukon Koyukuk	N/A	N/A	N/A	N/A	1998	2001
New Beginnings Charter School	Fairbanks	N/A	N/A	N/A	N/A		2002
Horizon	MatSu	N/A	N/A	N/A	N/A		2004
Village Charter School (2)	Anchorage	N/A	N/A	N/A	N/A	1998	2005
P.A.C.E. (Charter School)	Craig	N/A	N/A	N/A	N/A	2000	2005
Alaska Mandarin Chinese	Anchorage	N/A	N/A	N/A	N/A	1999	Never Opened
Do Something	Anchorage	N/A	N/A	N/A	N/A	1997	Never Opened
S.P.Y.D.E.R.	Anchorage	N/A	N/A	N/A	N/A	1997	Never Opened
Village Charter School (1)	Anchorage	N/A	N/A	N/A	N/A	1996	Never Opened
Chatham Traveling School	Angoon	N/A	N/A	N/A	N/A	1997	Never Opened
Copper River	Cordova	N/A	N/A	N/A	N/A	1998	Never Opened
Craig	Craig	N/A	N/A	N/A	N/A	1998	Never Opened
Y.E.S.S.	Fairbanks	N/A	N/A	N/A	N/A	1999	Never Opened
At Yatx'l Satu Kein Ax	Juneau	N/A	N/A	N/A	N/A	1999	Never Opened
Montessori Borealis	Juneau	N/A	N/A	N/A	N/A	2005	Never Opened
North Star Montessori	Juneau	N/A	N/A	N/A	N/A	1999	Never Opened
Northern Lights Charter High School	Kenai	N/A	N/A	N/A	N/A	2004	Never Opened
North Slope Montessori	North Slope	N/A	N/A	N/A	N/A	1999	Never Opened
S.I.S.D N.E.W.S.	Southeast Island	N/A	N/A	N/A	N/A	2001	Never Opened
Athabascan	Yukon Flats	N/A	N/A	N/A	N/A		Never Opened

these products, stakeholders have a better understanding of what NIDRR does and what new information and products are available.

V. References

- Carlson, D., & Ehrlich, N. (2005). *Assistive technology and information technology use and need by persons with disabilities in the United States, 2001*. Washington, DC: National Institute on Disability and Rehabilitation Research, U.S. Department of Education [On-line]. Available: <http://www.ed.gov/rschstat/research/pubs/at-use/at-use-2001.pdf>.
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[FR Doc. E9-741 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information: State Charter School Facilities Incentive Grants Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalog of Federal Domestic Assistance (CFDA) Number: 84.282D.

DATES: Applications Available:
January 15, 2009.

*Deadline for Transmittal of
Applications:* July 1, 2009.

*Deadline for Intergovernmental
Review:* August 31, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program provides grants to eligible States to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs that assist charter schools with their school facility costs.

Priorities: In accordance with 34 CFR 75.105(b)(2)(ii), these priorities are from the regulations for this program (34 CFR 226.13 and 226.14).

Competitive Preference Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 40 points to an application, depending on how well the application meets these priorities.

These priorities are:

Competitive Preference Priority 1. The Secretary will award up to 20 points to an application under competitive preference priority 1. The applicant must meet all of the following requirements ((a) through (d)) in order to receive the full 20 points. The requirements are:

(a) *Periodic Review and Evaluation.*

The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter and is meeting or exceeding the student academic performance requirements and goals for charter schools as set forth under State law or the school's charter.

(b) *Number of High-Quality Charter Schools.*

The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which the State applies for a grant under this competition.

(c) *One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process.*

The State—

(1) Provides for one authorized public chartering agency that is not a local educational agency (LEA), such as a State chartering board, for each

individual or entity seeking to operate a charter school pursuant to State law; or

(2) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

(d) *High Degree of Autonomy.*

The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

Competitive Preference Priority 2. The Secretary may award up to 10 points to an application under a competitive preference priority regarding the capacity of charter schools to offer public school choice in those communities with the greatest need for this choice based on—

(1) The extent to which the applicant would target services to geographic areas in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. 7221a(e);

(2) The extent to which the applicant would target services to geographic areas in which a large proportion of students perform poorly on State academic assessments; and

(3) The extent to which the applicant would target services to communities with large proportions of low-income students.

Competitive Preference Priority 3. The Secretary may award up to 10 points to an application under a competitive preference priority for applicants that have not previously received a grant under the program.

Program Authority: 20 U.S.C. 7221d(b).

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 226.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested \$14,782,000 for new awards for this program for FY 2009. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year,

if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applications from this competition.

Estimated Range of Awards:

\$2,000,000–\$10,000,000.

Estimated Average Size of Awards:

\$3,695,500.

Estimated Number of Awards: 4.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1. *Eligible Applicants:* States that have enacted a State law authorizing per-pupil facilities aid for charter schools.

2. a. *Cost Sharing or Matching:* Under section 5205(b)(2)(C) of the ESEA, as amended by the NCLB, States, or parties that are closely collaborating with them, are required to provide matching funds. The minimum non-Federal share of the total cost of the project increases each year of the grant, from 10 percent the first year to 80 percent in the fifth year.

Applicants that are initially selected to receive grants will not receive grant funds unless they demonstrate, by July 15, 2009, that they will be able to fund the non-Federal share of the matching funds required under this program. The Department reserves the right to reject an application if an initial recipient does not demonstrate that it will have the required non-Federal funding by this date.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements under section 5205(b)(3)(C) of the ESEA (20 U.S.C. 7221d(b)(3)(C)).

Funds under this program must be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations, financing programs, or other programs, for charter schools. Therefore, the Federal funds provided under this program, as well as the matching funds provided by the grantee, must be in addition to the State and local funds that would otherwise be used for this purpose in the absence of this Federal program. The Department generally considers that State and local funds would be available for this purpose at least in the amount of the funds that was available in the preceding comparison year and that the Federal funds and matching funds under this program would supplement that amount.

3. *Other:* The charter schools that a grantee selects to benefit from this

program must meet the definition of a charter school, as defined in the Charter Schools Program authorizing statute in section 5210(1) of the ESEA. The definitions of *charter school* and *authorized public chartering agency* are in the application package.

IV. Application and Submission Information

1. *Address To Request Application Package:* Valarie Perkins, U.S.

Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: Valarie.Perkins@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

2. *Content and Form of Application Submission:* Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: We have found that reviewers are able to conduct the highest-quality review when applications are concise and easy to read. Applicants are encouraged to limit their applications to no more than 30 double-spaced pages (not including the required forms and tables), to use a 12-point or larger-size font with one-inch margins at the top, bottom, and both sides, and to number pages consecutively. Furthermore, applicants are strongly encouraged to include a table of contents that specifies where each required part of the application is located.

3. *Submission Dates and Times:*

Applications Available: January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. *Other Submission Requirements of this notice.*

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 31, 2009.

4. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. *Funding Restrictions:* We specify unallowable costs in 34 CFR 75.533. We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. *Other Submission Requirements:* Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. *Electronic Submission of Applications.*

Applications for grants under the State Charter School Facilities Incentive Grants Program, CFDA number 84.282D, must be submitted electronically using the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement *and* submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement.*

You may access the electronic grant application for State Charter School Facilities Incentive Grants Program at

www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.282, not 84.282D).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.
- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.
- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.
- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at <http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf>.
- To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step

Registration Guide (see <http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf>).

You also must provide on your application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.
- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.
- You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.
- Your electronic application must comply with any page-limit requirements described in this notice.
- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).
- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues With the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must

obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because—

- You do not have access to the Internet; or
 - You do not have the capacity to upload large documents to the Grants.gov system; and
 - No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.
- If you mail your written statement to the Department, it must be postmarked

no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202-5970. FAX: (202) 205-5630.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline

date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
550 12th Street, SW., Room 7041,
Potomac Center Plaza, Washington,
DC 20202-4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from the program regulations in 34 CFR 226.12. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider to determine how well an application meets the criterion. We encourage applicants to make explicit connections to the selection criteria and factors in their applications.

(a) *Need for facility funding* (30 points).

(1) The need for per-pupil charter school facility funding in the State.

(2) The extent to which the proposal meets the need to fund charter school facilities on a per-pupil basis.

(b) *Quality of plan* (30 points).

(1) The likelihood that the proposed grant project will result in the State either retaining a new per-pupil facilities aid program or continuing to enhance such a program without the total amount of assistance (State and Federal) declining over a five-year period.

(2) The flexibility charter schools have in their use of facility funds for the various authorized purposes.

(3) The quality of the plan for identifying charter schools and

determining their eligibility to receive funds.

(4) The per-pupil facilities aid formula's ability to target resources to charter schools with the greatest need and the highest proportions of students in poverty.

(5) For projects that plan to reserve funds for evaluation, the quality of the applicant's plan to use grant funds for this purpose.

(6) For projects that plan to reserve funds for technical assistance, dissemination, or personnel, the quality of the applicant's plan to use grant funds for these purposes.

(c) *The grant project team* (15 points).

(1) The qualifications, including relevant training and experience, of the project manager and other members of the grant project team, including employees not paid with grant funds, consultants, and subcontractors.

(2) The adequacy and appropriateness of the applicant's staffing plan for the grant project.

(d) *The budget* (15 points).

(1) The extent to which the requested grant amount and the project costs are reasonable in relation to the objectives, design, and potential significance of the proposed grant project.

(2) The extent to which the costs are reasonable in relation to the number of students served and to the anticipated results and benefits.

(3) The extent to which the non-Federal share exceeds the minimum percentages (which are based on the percentages under section 5205(b)(2)(C) of the ESEA), particularly in the initial years of the program.

(e) *State experience* (10 points).

The experience of the State in addressing the facility needs of charter schools through various means, including providing per-pupil aid, access to State loan or bonding pools, and the use of Qualified Zone Academy Bonds.

2. Review and Selection Process: Additional factors we consider in selecting an application for an award are in 34 CFR 226.13 and 226.14.

Note: As described in 34 CFR 226.14(c), the Secretary may elect to consider the points awarded under the competitive preference priorities only for proposals that exhibit sufficient quality to warrant funding under the selection criteria.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).

4. Performance Measures: The performance measure for this program is the ratio of funds leveraged by States for charter school facilities to funds awarded by the Department under the State Charter School Facilities Incentive Program.

VII. Agency Contacts

FOR FURTHER INFORMATION CONTACT: Valerie Perkins or Ann Margaret Galiatsos, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202-5970. Telephone: (202) 260-1924 or by e-mail: charter.facilities@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the program contact persons listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about

using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the *Federal Register*. Free Internet access to the official edition of the *Federal Register* and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: January 9, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-772 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Women's Educational Equity Act Program

Catalog of Federal Domestic Assistance (CFDA) Number: 84.083A.

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2009; correction.

SUMMARY: The Department of Education is correcting the notice inviting applications for new awards for FY 2009 for the Women's Educational Equity Act Program (WEEA) that was published in the *Federal Register* on January 2, 2009 (74 FR 101). On page 105, in the third column, second line, the e-mail address is corrected to read "oi.weea@ed.gov."

FOR FURTHER INFORMATION CONTACT: Beverly A. Farrar, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W242, Washington, DC 20202-5950. Telephone: (202) 205-3145.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the contact person listed under this section.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the *Federal Register*, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-

888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the *Federal Register*. Free Internet access to the official edition of the *Federal Register* and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: January 8, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-744 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. IC09-587-000]

Commission Information Collection Activities (FERC-587); Comment Request; Extension

January 9, 2009.

AGENCY: Federal Energy Regulatory Commission, DOE.

ACTION: Notice of proposed information collection and request for comments.

SUMMARY: In compliance with the requirements of section 3506(c) (2) (a) of the Paperwork Reduction Act of 1995 (Pub. L. No. 104-13), the Federal Energy Regulatory Commission (Commission) is soliciting public comment on the specific aspects of the information collection described below.

DATES: Comments in consideration of the collection of information are due Monday, March 23, 2009.

ADDRESSES: An example of this collection of information may be obtained from the Commission's Web site (at <http://www.ferc.gov/docs-filing/elibrary.asp>). Comments may be filed either electronically or in paper format, and should refer to Docket No. IC09-587-000. Documents must be prepared in an acceptable filing format and in compliance with the Federal Energy Regulatory Commission submission guidelines at <http://www.ferc.gov/help/submission-guide.asp>.

Comments may be filed electronically via the eFiling link on the Commission's Web site at <http://www.ferc.gov>. First time users will have to establish a user name and password (<http://www.ferc.gov/docs-filing/eregistration.asp>) before eFiling. The Commission will send an automatic acknowledgement to the sender's e-mail address upon receipt of comments through eFiling.

these products, stakeholders have a better understanding of what NIDRR does and what new information and products are available.

V. References

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- National Council on Disability. (2007). *Empowerment for Americans with disabilities: Breaking barriers to careers and full employment*. Washington, DC: Author.
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[FR Doc. E9-741 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Overview Information: State Charter School Facilities Incentive Grants Program; Notice Inviting Applications for New Awards for Fiscal Year (FY) 2009

Catalog of Federal Domestic Assistance (CFDA) Number: 84.282D.

DATES: Applications Available:
January 15, 2009.

*Deadline for Transmittal of
Applications:* July 1, 2009.

*Deadline for Intergovernmental
Review:* August 31, 2009.

Full Text of Announcement

I. Funding Opportunity Description

Purpose of Program: This program provides grants to eligible States to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs that assist charter schools with their school facility costs.

Priorities: In accordance with 34 CFR 75.105(b)(2)(ii), these priorities are from the regulations for this program (34 CFR 226.13 and 226.14).

Competitive Preference Priorities: For FY 2009 and any subsequent year in which we make awards from the list of unfunded applicants from this competition, these priorities are competitive preference priorities. Under 34 CFR 75.105(c)(2)(i) we award up to an additional 40 points to an application, depending on how well the application meets these priorities.

These priorities are:

Competitive Preference Priority 1. The Secretary will award up to 20 points to an application under competitive preference priority 1. The applicant must meet all of the following requirements ((a) through (d)) in order to receive the full 20 points. The requirements are:

(a) *Periodic Review and Evaluation.*

The State provides for periodic review and evaluation by the authorized public chartering agency of each charter school at least once every five years unless required more frequently by State law, to determine whether the charter school is meeting the terms of the school's charter and is meeting or exceeding the student academic performance requirements and goals for charter schools as set forth under State law or the school's charter.

(b) *Number of High-Quality Charter Schools.*

The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the schools' charters for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which the State applies for a grant under this competition.

(c) *One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process.*

The State—

(1) Provides for one authorized public chartering agency that is not a local educational agency (LEA), such as a State chartering board, for each

individual or entity seeking to operate a charter school pursuant to State law; or

(2) In the case of a State in which LEAs are the only authorized public chartering agencies, allows for an appeals process for the denial of an application for a charter school.

(d) *High Degree of Autonomy.*

The State ensures that each charter school has a high degree of autonomy over the charter school's budgets and expenditures.

Competitive Preference Priority 2. The Secretary may award up to 10 points to an application under a competitive preference priority regarding the capacity of charter schools to offer public school choice in those communities with the greatest need for this choice based on—

(1) The extent to which the applicant would target services to geographic areas in which a large proportion or number of public schools have been identified for improvement, corrective action, or restructuring under title I of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB), 20 U.S.C. 7221a(e);

(2) The extent to which the applicant would target services to geographic areas in which a large proportion of students perform poorly on State academic assessments; and

(3) The extent to which the applicant would target services to communities with large proportions of low-income students.

Competitive Preference Priority 3. The Secretary may award up to 10 points to an application under a competitive preference priority for applicants that have not previously received a grant under the program.

Program Authority: 20 U.S.C. 7221d(b).

Applicable Regulations: (a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 97, 98, and 99. (b) The regulations for this program in 34 CFR part 226.

Note: The regulations in 34 CFR part 79 apply to all applicants except federally recognized Indian tribes.

II. Award Information

Type of Award: Discretionary grants.

Estimated Available Funds: The Administration has requested \$14,782,000 for new awards for this program for FY 2009. The actual level of funding, if any, depends on final congressional action. However, we are inviting applications to allow enough time to complete the grant process before the end of the current fiscal year,

if Congress appropriates funds for this program.

Contingent upon the availability of funds and the quality of applications, we may make additional awards in FY 2010 from the list of unfunded applications from this competition.

Estimated Range of Awards:

\$2,000,000–\$10,000,000.

Estimated Average Size of Awards:

\$3,695,500.

Estimated Number of Awards: 4.

Note: The Department is not bound by any estimates in this notice.

Project Period: Up to 60 months.

III. Eligibility Information

1. *Eligible Applicants:* States that have enacted a State law authorizing per-pupil facilities aid for charter schools.

2. a. *Cost Sharing or Matching:* Under section 5205(b)(2)(C) of the ESEA, as amended by the NCLB, States, or parties that are closely collaborating with them, are required to provide matching funds. The minimum non-Federal share of the total cost of the project increases each year of the grant, from 10 percent the first year to 80 percent in the fifth year.

Applicants that are initially selected to receive grants will not receive grant funds unless they demonstrate, by July 15, 2009, that they will be able to fund the non-Federal share of the matching funds required under this program. The Department reserves the right to reject an application if an initial recipient does not demonstrate that it will have the required non-Federal funding by this date.

b. *Supplement-Not-Supplant:* This program involves supplement-not-supplant funding requirements under section 5205(b)(3)(C) of the ESEA (20 U.S.C. 7221d(b)(3)(C)).

Funds under this program must be used to supplement, and not supplant, State and local public funds expended to provide per pupil facilities aid programs, operations, financing programs, or other programs, for charter schools. Therefore, the Federal funds provided under this program, as well as the matching funds provided by the grantee, must be in addition to the State and local funds that would otherwise be used for this purpose in the absence of this Federal program. The Department generally considers that State and local funds would be available for this purpose at least in the amount of the funds that was available in the preceding comparison year and that the Federal funds and matching funds under this program would supplement that amount.

3. *Other:* The charter schools that a grantee selects to benefit from this

program must meet the definition of a charter school, as defined in the Charter Schools Program authorizing statute in section 5210(1) of the ESEA. The definitions of *charter school* and *authorized public chartering agency* are in the application package.

IV. Application and Submission Information

1. *Address To Request Application Package:* Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202–5970. Telephone: (202) 260–1924 or by e-mail: Valarie.Perkins@ed.gov.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1–800–877–8339.

Individuals with disabilities can obtain a copy of the application package in an accessible format (e.g., braille, large print, audiotape, or computer diskette) by contacting the program contact person listed in this section.

2. *Content and Form of Application Submission:* Requirements concerning the content of an application, together with the forms you must submit, are in the application package for this program.

Page Limit: We have found that reviewers are able to conduct the highest-quality review when applications are concise and easy to read. Applicants are encouraged to limit their applications to no more than 30 double-spaced pages (not including the required forms and tables), to use a 12-point or larger-size font with one-inch margins at the top, bottom, and both sides, and to number pages consecutively. Furthermore, applicants are strongly encouraged to include a table of contents that specifies where each required part of the application is located.

3. *Submission Dates and Times:*
Applications Available: January 15, 2009.

Deadline for Transmittal of Applications: July 1, 2009.

Applications for grants under this program must be submitted electronically using the Grants.gov Apply site (Grants.gov). For information (including dates and times) about how to submit your application electronically, or in paper format by mail or hand delivery if you qualify for an exception to the electronic submission requirement, please refer to section IV.6. *Other Submission Requirements* of this notice.

We do not consider an application that does not comply with the deadline requirements.

Individuals with disabilities who need an accommodation or auxiliary aid in connection with the application process should contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice. If the Department provides an accommodation or auxiliary aid to an individual with a disability in connection with the application process, the individual's application remains subject to all other requirements and limitations in this notice.

Deadline for Intergovernmental Review: August 31, 2009.

4. *Intergovernmental Review:* This program is subject to Executive Order 12372 and the regulations in 34 CFR part 79. Information about Intergovernmental Review of Federal Programs under Executive Order 12372 is in the application package for this program.

5. *Funding Restrictions:* We specify unallowable costs in 34 CFR 75.533. We reference additional regulations outlining funding restrictions in the *Applicable Regulations* section of this notice.

6. *Other Submission Requirements:* Applications for grants under this program must be submitted electronically unless you qualify for an exception to this requirement in accordance with the instructions in this section.

a. *Electronic Submission of Applications.*

Applications for grants under the State Charter School Facilities Incentive Grants Program, CFDA number 84.282D, must be submitted electronically using the Governmentwide Grants.gov Apply site at www.Grants.gov. Through this site, you will be able to download a copy of the application package, complete it offline, and then upload and submit your application. You may not e-mail an electronic copy of a grant application to us.

We will reject your application if you submit it in paper format unless, as described elsewhere in this section, you qualify for one of the exceptions to the electronic submission requirement and submit, no later than two weeks before the application deadline date, a written statement to the Department that you qualify for one of these exceptions. Further information regarding calculation of the date that is two weeks before the application deadline date is provided later in this section under *Exception to Electronic Submission Requirement*.

You may access the electronic grant application for State Charter School Facilities Incentive Grants Program at

www.Grants.gov. You must search for the downloadable application package for this program by the CFDA number. Do not include the CFDA number's alpha suffix in your search (e.g., search for 84.282, not 84.282D).

Please note the following:

- When you enter the Grants.gov site, you will find information about submitting an application electronically through the site, as well as the hours of operation.

- Applications received by Grants.gov are date and time stamped. Your application must be fully uploaded and submitted and must be date and time stamped by the Grants.gov system no later than 4:30:00 p.m., Washington, DC time, on the application deadline date. Except as otherwise noted in this section, we will not accept your application if it is received—that is, date and time stamped by the Grants.gov system—after 4:30:00 p.m., Washington, DC time, on the application deadline date. We do not consider an application that does not comply with the deadline requirements. When we retrieve your application from Grants.gov, we will notify you if we are rejecting your application because it was date and time stamped by the Grants.gov system after 4:30:00 p.m., Washington, DC time, on the application deadline date.

- The amount of time it can take to upload an application will vary depending on a variety of factors, including the size of the application and the speed of your Internet connection. Therefore, we strongly recommend that you do not wait until the application deadline date to begin the submission process through Grants.gov.

- You should review and follow the Education Submission Procedures for submitting an application through Grants.gov that are included in the application package for this program to ensure that you submit your application in a timely manner to the Grants.gov system. You can also find the Education Submission Procedures pertaining to Grants.gov at <http://e-Grants.ed.gov/help/GrantsgovSubmissionProcedures.pdf>.

- To submit your application via Grants.gov, you must complete all steps in the Grants.gov registration process (see www.grants.gov/applicants/get_registered.jsp). These steps include (1) registering your organization, a multi-part process that includes registration with the Central Contractor Registry (CCR); (2) registering yourself as an Authorized Organization Representative (AOR); and (3) getting authorized as an AOR by your organization. Details on these steps are outlined in the Grants.gov 3-Step

Registration Guide (see <http://www.grants.gov/section910/Grants.govRegistrationBrochure.pdf>).

You also must provide on your application the same D-U-N-S Number used with this registration. Please note that the registration process may take five or more business days to complete, and you must have completed all registration steps to allow you to submit successfully an application via Grants.gov. In addition you will need to update your CCR registration on an annual basis. This may take three or more business days to complete.

- You will not receive additional point value because you submit your application in electronic format, nor will we penalize you if you qualify for an exception to the electronic submission requirement, as described elsewhere in this section, and submit your application in paper format.

- You must submit all documents electronically, including all information you typically provide on the following forms: Application for Federal Assistance (SF 424), the Department of Education Supplemental Information for SF 424, Budget Information—Non-Construction Programs (ED 524), and all necessary assurances and certifications.

- You must attach any narrative sections of your application as files in a .DOC (document), .RTF (rich text), or .PDF (Portable Document) format. If you upload a file type other than the three file types specified in this paragraph or submit a password-protected file, we will not review that material.

- Your electronic application must comply with any page-limit requirements described in this notice.

- After you electronically submit your application, you will receive from Grants.gov an automatic notification of receipt that contains a Grants.gov tracking number. (This notification indicates receipt by Grants.gov only, not receipt by the Department.) The Department then will retrieve your application from Grants.gov and send a second notification to you by e-mail. This second notification indicates that the Department has received your application and has assigned your application a PR/Award number (an ED-specified identifying number unique to your application).

- We may request that you provide us original signatures on forms at a later date.

Application Deadline Date Extension in Case of Technical Issues With the Grants.gov System: If you are experiencing problems submitting your application through Grants.gov, please contact the Grants.gov Support Desk, toll free, at 1-800-518-4726. You must

obtain a Grants.gov Support Desk Case Number and must keep a record of it.

If you are prevented from electronically submitting your application on the application deadline date because of technical problems with the Grants.gov system, we will grant you an extension until 4:30:00 p.m., Washington, DC time, the following business day to enable you to transmit your application electronically or by hand delivery. You also may mail your application by following the mailing instructions described elsewhere in this notice.

If you submit an application after 4:30:00 p.m., Washington, DC time, on the application deadline date, please contact the person listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice and provide an explanation of the technical problem you experienced with Grants.gov, along with the Grants.gov Support Desk Case Number. We will accept your application if we can confirm that a technical problem occurred with the Grants.gov system and that that problem affected your ability to submit your application by 4:30:00 p.m., Washington, DC time, on the application deadline date. The Department will contact you after a determination is made on whether your application will be accepted.

Note: The extensions to which we refer in this section apply only to the unavailability of, or technical problems with, the Grants.gov system. We will not grant you an extension if you failed to fully register to submit your application to Grants.gov before the application deadline date and time or if the technical problem you experienced is unrelated to the Grants.gov system.

Exception to Electronic Submission Requirement: You qualify for an exception to the electronic submission requirement, and may submit your application in paper format, if you are unable to submit an application through the Grants.gov system because—

- You do not have access to the Internet; or

- You do not have the capacity to upload large documents to the Grants.gov system; and

- No later than two weeks before the application deadline date (14 calendar days or, if the fourteenth calendar day before the application deadline date falls on a Federal holiday, the next business day following the Federal holiday), you mail or fax a written statement to the Department, explaining which of the two grounds for an exception prevent you from using the Internet to submit your application.

If you mail your written statement to the Department, it must be postmarked

no later than two weeks before the application deadline date. If you fax your written statement to the Department, we must receive the faxed statement no later than two weeks before the application deadline date.

Address and mail or fax your statement to: Valarie Perkins, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202-5970. FAX: (202) 205-5630.

Your paper application must be submitted in accordance with the mail or hand delivery instructions described in this notice.

b. Submission of Paper Applications by Mail.

If you qualify for an exception to the electronic submission requirement, you may mail (through the U.S. Postal Service or a commercial carrier) your application to the Department. You must mail the original and two copies of your application, on or before the application deadline date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
LBJ Basement Level 1, 400 Maryland Avenue, SW., Washington, DC 20202-4260.

You must show proof of mailing consisting of one of the following:

- (1) A legibly dated U.S. Postal Service postmark.
- (2) A legible mail receipt with the date of mailing stamped by the U.S. Postal Service.
- (3) A dated shipping label, invoice, or receipt from a commercial carrier.
- (4) Any other proof of mailing acceptable to the Secretary of the U.S. Department of Education.

If you mail your application through the U.S. Postal Service, we do not accept either of the following as proof of mailing:

- (1) A private metered postmark.
- (2) A mail receipt that is not dated by the U.S. Postal Service.

If your application is postmarked after the application deadline date, we will not consider your application.

Note: The U.S. Postal Service does not uniformly provide a dated postmark. Before relying on this method, you should check with your local post office.

c. Submission of Paper Applications by Hand Delivery.

If you qualify for an exception to the electronic submission requirement, you (or a courier service) may deliver your paper application to the Department by hand. You must deliver the original and two copies of your application by hand, on or before the application deadline

date, to the Department at the following address:

U.S. Department of Education,
Application Control Center,
Attention: (CFDA Number 84.282D)
550 12th Street, SW., Room 7041,
Potomac Center Plaza, Washington,
DC 20202-4260.

The Application Control Center accepts hand deliveries daily between 8:00 a.m. and 4:30:00 p.m., Washington, DC time, except Saturdays, Sundays, and Federal holidays.

Note for Mail or Hand Delivery of Paper Applications: If you mail or hand deliver your application to the Department—

(1) You must indicate on the envelope and—if not provided by the Department—in Item 11 of the SF 424 the CFDA number, including suffix letter, if any, of the competition under which you are submitting your application; and

(2) The Application Control Center will mail to you a notification of receipt of your grant application. If you do not receive this notification within 15 business days from the application deadline date, you should call the U.S. Department of Education Application Control Center at (202) 245-6288.

V. Application Review Information

1. Selection Criteria: The selection criteria for this program are from the program regulations in 34 CFR 226.12. The maximum score for all of the selection criteria is 100 points. The maximum score for each criterion is indicated in parentheses. Each criterion also includes the factors that the reviewers will consider to determine how well an application meets the criterion. We encourage applicants to make explicit connections to the selection criteria and factors in their applications.

(a) **Need for facility funding** (30 points).

(1) The need for per-pupil charter school facility funding in the State.

(2) The extent to which the proposal meets the need to fund charter school facilities on a per-pupil basis.

(b) **Quality of plan** (30 points).

(1) The likelihood that the proposed grant project will result in the State either retaining a new per-pupil facilities aid program or continuing to enhance such a program without the total amount of assistance (State and Federal) declining over a five-year period.

(2) The flexibility charter schools have in their use of facility funds for the various authorized purposes.

(3) The quality of the plan for identifying charter schools and

determining their eligibility to receive funds.

(4) The per-pupil facilities aid formula's ability to target resources to charter schools with the greatest need and the highest proportions of students in poverty.

(5) For projects that plan to reserve funds for evaluation, the quality of the applicant's plan to use grant funds for this purpose.

(6) For projects that plan to reserve funds for technical assistance, dissemination, or personnel, the quality of the applicant's plan to use grant funds for these purposes.

(c) **The grant project team** (15 points).

(1) The qualifications, including relevant training and experience, of the project manager and other members of the grant project team, including employees not paid with grant funds, consultants, and subcontractors.

(2) The adequacy and appropriateness of the applicant's staffing plan for the grant project.

(d) **The budget** (15 points).

(1) The extent to which the requested grant amount and the project costs are reasonable in relation to the objectives, design, and potential significance of the proposed grant project.

(2) The extent to which the costs are reasonable in relation to the number of students served and to the anticipated results and benefits.

(3) The extent to which the non-Federal share exceeds the minimum percentages (which are based on the percentages under section 5205(b)(2)(C) of the ESEA), particularly in the initial years of the program.

(e) **State experience** (10 points).

The experience of the State in addressing the facility needs of charter schools through various means, including providing per-pupil aid, access to State loan or bonding pools, and the use of Qualified Zone Academy Bonds.

2. Review and Selection Process:

Additional factors we consider in selecting an application for an award are in 34 CFR 226.13 and 226.14.

Note: As described in 34 CFR 226.14(c), the Secretary may elect to consider the points awarded under the competitive preference priorities only for proposals that exhibit sufficient quality to warrant funding under the selection criteria.

VI. Award Administration Information

1. Award Notices: If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN). We may notify you informally, also.

If your application is not evaluated or not selected for funding, we notify you.

2. Administrative and National Policy Requirements: We identify administrative and national policy requirements in the application package and reference these and other requirements in the *Applicable Regulations* section of this notice.

We reference the regulations outlining the terms and conditions of an award in the *Applicable Regulations* section of this notice and include these and other specific conditions in the GAN. The GAN also incorporates your approved application as part of your binding commitments under the grant.

3. Reporting: At the end of your project period, you must submit a final performance report, including financial information, as directed by the Secretary. If you receive a multi-year award, you must submit an annual performance report that provides the most current performance and financial expenditure information as directed by the Secretary under 34 CFR 75.118. The Secretary may also require more frequent performance reports under 34 CFR 75.720(c).

4. Performance Measures: The performance measure for this program is the ratio of funds leveraged by States for charter school facilities to funds awarded by the Department under the State Charter School Facilities Incentive Program.

VII. Agency Contacts

FOR FURTHER INFORMATION CONTACT:

Valarie Perkins or Ann Margaret Galiatsos, U.S. Department of Education, 400 Maryland Avenue, SW., room 4W258, Washington, DC 20202-5970. Telephone: (202) 260-1924 or by e-mail: charter.facilities@ed.gov.

If you use a TDD, call the FRS, toll free, at 1-800-877-8339.

VIII. Other Information

Accessible Format: Individuals with disabilities can obtain this document and a copy of the application package in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the program contact persons listed under **FOR FURTHER INFORMATION CONTACT** in section VII of this notice.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about

using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: January 9, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-772 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF EDUCATION

Office of Innovation and Improvement; Women's Educational Equity Act Program

Catalog of Federal Domestic Assistance (CFDA) Number: 84.083A.

ACTION: Notice inviting applications for new awards for fiscal year (FY) 2009; correction.

SUMMARY: The Department of Education is correcting the notice inviting applications for new awards for FY 2009 for the Women's Educational Equity Act Program (WEEA) that was published in the **Federal Register** on January 2, 2009 (74 FR 101). On page 105, in the third column, second line, the e-mail address is corrected to read "oi.weea@ed.gov."

FOR FURTHER INFORMATION CONTACT:

Beverly A. Farrar, U.S. Department of Education, 400 Maryland Avenue, SW., Room 4W242, Washington, DC 20202-5950. Telephone: (202) 205-3145.

If you use a telecommunications device for the deaf (TDD), call the Federal Relay Service (FRS), toll free, at 1-800-877-8339.

Individuals with disabilities can obtain this document in an accessible format (e.g., braille, large print, audiotope, or computer diskette) on request to the contact person listed under this section.

Electronic Access to This Document: You can view this document, as well as all other documents of this Department published in the **Federal Register**, in text or Adobe Portable Document Format (PDF) on the Internet at the following site: <http://www.ed.gov/news/fedregister>.

To use PDF you must have Adobe Acrobat Reader, which is available free at this site. If you have questions about using PDF, call the U.S. Government Printing Office (GPO), toll free, at 1-

888-293-6498; or in the Washington, DC, area at (202) 512-1530.

Note: The official version of this document is the document published in the **Federal Register**. Free Internet access to the official edition of the **Federal Register** and the Code of Federal Regulations is available on GPO Access at: <http://www.gpoaccess.gov/nara/index.html>.

Dated: January 8, 2009.

Amanda L. Farris,

Assistant Deputy Secretary for Innovation and Improvement.

[FR Doc. E9-744 Filed 1-14-09; 8:45 am]

BILLING CODE 4000-01-P

DEPARTMENT OF ENERGY

Federal Energy Regulatory Commission

[Docket No. IC09-587-000]

Commission Information Collection Activities (FERC-587); Comment Request; Extension

January 9, 2009.

AGENCY: Federal Energy Regulatory Commission, DOE.

ACTION: Notice of proposed information collection and request for comments.

SUMMARY: In compliance with the requirements of section 3506(c) (2) (a) of the Paperwork Reduction Act of 1995 (Pub. L. No. 104-13), the Federal Energy Regulatory Commission (Commission) is soliciting public comment on the specific aspects of the information collection described below.

DATES: Comments in consideration of the collection of information are due Monday, March 23, 2009.

ADDRESSES: An example of this collection of information may be obtained from the Commission's Web site (at <http://www.ferc.gov/docs-filing/elibrary.asp>). Comments may be filed either electronically or in paper format, and should refer to Docket No. IC09-587-000. Documents must be prepared in an acceptable filing format and in compliance with the Federal Energy Regulatory Commission submission guidelines at <http://www.ferc.gov/help/submission-guide.asp>.

Comments may be filed electronically via the eFiling link on the Commission's Web site at <http://www.ferc.gov>. First time users will have to establish a user name and password (<http://www.ferc.gov/docs-filing/eregistration.asp>) before eFiling. The Commission will send an automatic acknowledgement to the sender's e-mail address upon receipt of comments through eFiling.

4/6/2009

U.S. DEPARTMENT OF EDUCATION
OFFICE OF INNOVATION AND IMPROVEMENT
WASHINGTON, D.C. 20202

THE STATE CHARTER SCHOOL FACILITIES INCENTIVE GRANTS PROGRAM

CFDA Number: 84.282D



GUIDANCE

Purpose of the Guidance

The purpose of this guidance is to provide information to States, local educational agencies, and charter schools on the State Charter School Facilities Incentive Grants program. The guidance provides the U.S. Department of Education's interpretation of various statutory and regulatory provisions and does not impose any requirements beyond those included in the Elementary and Secondary Education Act of 1965, as amended, its implementing regulations, and other applicable laws and regulations. In addition, it does not create or confer any rights for or on any person.

This guidance supersedes the 2004 guidance on the State Charter School Facilities Incentive Grants Program.

If you are interested in commenting on this guidance, please send your comments to Ann Margaret Galiatsos at ann.galiatsos@ed.gov.

Purpose of the State Charter School Facilities Incentive Grants Program

The purpose of the State Charter School Facilities Incentive Grants program (the "program") is to provide matching funds to States to establish or enhance and administer per-pupil facilities aid programs in order to help charter schools obtain adequate facilities. These grants thus provide an incentive for States to share in the costs of funding charter school facilities, as they often do in funding the capital costs of regular public schools. The program is authorized under section 5205(b) of the Elementary and Secondary Education Act of 1965 (ESEA) 20 U.S.C. 7221d(b), as amended. The regulations for this program are in 34 CFR part 226.

The following Questions and Answers are designed to clarify different aspects of the program.

A. Eligible Grantees

A.1. Who is eligible to apply for and receive a grant under this program?

States are eligible to apply for and receive grants under this program if they have:

- enacted a State law authorizing per-pupil facilities aid for charter schools by the deadline for submitting applications indicated in the application notice; and
- funded, or contingently funded upon receipt of an award, the non-Federal share of the cost of a program that provides annual per-pupil aid for charter school facilities.

20 U.S.C. 7221d(b)(4)(B).

A.2. What constitutes “annual per-pupil facilities funding”?

For a State to be eligible, the State’s program of annual per-pupil facilities funding must provide funds to charter schools on a formula basis (although, as discussed in subsequent questions, the formula does not have to provide a flat amount per child or reach every charter school). The formula must take into account the number of pupils in a charter school. Applicants must assure in their applications that they intend to provide charter school facility funding on an annual basis. Grantees must provide the non-Federal funds in a given year in order to receive the Federal funds in that same year. The per-pupil facilities aid must be dedicated solely or have a portion of which is dedicated solely for charter school facilities. 20 U.S.C. 7221d(b).

A.3. How is a State selected to receive grants under the program?

Applicants are selected to receive a grant in accordance with 34 CFR 226.11-226.14 and based on any other requirements described in the application notice that is published in the Federal Register.

A.4. Must a State per-pupil facilities aid program serve every charter school in the State in order to be eligible for a grant?

No, a State does not need to serve every charter school in the State to be eligible for a grant. For instance, a State could choose not to fund charter schools that are on probation. As a second example, a State might provide funds only to schools with high proportions of students in poverty. (See discussion under B.1.)

A.5. Must every student have the same weight in the State formula?

No, every student need not be assigned the same weight in the formula. For instance, students with disabilities and students from low-income families might be assigned relatively higher weights than other students. Furthermore, applicants that assign greater weight to students in charter schools with high proportions of students with disabilities or students in poverty could potentially score higher under the selection criteria than applicants that do not.

A.6. May charter schools apply for these funds directly?

No, charter schools may not apply for these funds directly. Only States may apply.

A.7. May programs that provide funds for facilities to both charter schools and regular public schools qualify for Federal matching funds?

Yes, such a program can qualify for Federal matching funds. However, the Federal match would be based on the portion of non-Federal funds provided for charter school facilities.

A.8. If a State is newly creating a per-pupil facilities financing program, how far along in the legislative process must a State be to become eligible for these funds?

To be eligible to receive funds, a program must be authorized or enacted into law by the deadline for transmitting applications indicated in the application notice. In addition, a State applicant needs to demonstrate by July 15, 2009, for example, that its non-Federal match funds will be available for the upcoming State fiscal year in order for an applicant to be eligible to receive the ED grant funds in FY 2009.

B. Match

B.1. What funds can a State use that will qualify as matching funds?

A State has several options for what it may use to qualify as non-Federal matching funds. The types of funds that would qualify as matching funds are regular State appropriations, funds in an account generated by a State bonding agency, surplus funds from a prior year, or foundation funds.

The matching funds must be in addition to the State and local public funds that would otherwise be used to provide per-pupil facilities aid programs, operations, financing programs, or other programs, for charter schools in absence of this Federal program. 20 U.S.C. 7221d(b)(3)(C). The Department generally considers that State and local funds would be available for this purpose at least in the amount that was available in the preceding comparison year and that the Federal funds and matching non-Federal funds under this program would supplement that amount.

B.2. How is the match calculated?

The Federal share and Non-Federal share (State share) of each grant's requisite match must meet the following percentages for each year of the grant:

	Non-Federal share	Federal share (maximum)
Year 1	10%	90%
Year 2	20%	80%
Year 3	40%	60%
Year 4	60%	40%
Year 5	80%	20%

20 U.S.C. 7221d(b)(2)(C).

As noted in more detail in B.1, matching funds must be in addition to the State and local funds that would otherwise be used to provide per-pupil facilities aid programs. In order to calculate its match, the State needs to

determine which State fiscal year will serve as the base comparison year for all match calculations. The State will typically choose its most recent fiscal year for its comparison year, but in some circumstances may be able to use its current fiscal year.

Once the base year has been selected, the required match will be determined based on the increase in the facility funding from the base comparison year to the next appropriate corresponding year.

For example, if a State used its prior State fiscal year as its base comparison year for a FY 2009 ED grant, the State's facility funding for FY 2008 (July 1, 2007 to June 30, 2008) will be used in calculating the match in subsequent years. Once the match has been calculated, we will determine the percentage of the Federal grant award in each fiscal year (Federal share) in comparison to the available Non-Federal share (State share).

*Please note that the dates are only examples and will be dependent on the individual State's fiscal dates.

C. Eligible charter schools

C.1. What is a "charter school" for the purposes of this program?

The definition of a charter school under this program is the same as the definition used by the U.S. Department of Education's Charter Schools Program (CSP). 20 U.S.C. 7221i(1). Under that definition:

(1) A charter school is a public school that--

(A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph [the paragraph in the statute that defines the term charter school];

(B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

(C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;

(D) provides a program of elementary or secondary education, or both;

(E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school

or religious institution;

(F) does not charge tuition;

(G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;

(H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;

(I) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program [the CSP] ;

(J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law; and

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Charter schools must meet each element of this definition in order to be eligible to receive Federal and non-Federal funding under the State Charter School Facilities Incentive Grants Program. Consequently, a school that meets its State's definition of a charter school, but, for example, does not:

- provide an elementary or secondary education program (as defined under State law) or
- admit students based on a lottery if more students apply for admission than can be accommodated

cannot receive funding from a grantee under the program. For further information, consult the guidance for CSP at <http://www.ed.gov/policy/elsec/guid/cspguidance03.doc>.

C.2. Does a charter school need to have a charter or be operating to receive assistance from a grantee?

So long as the charter schools served meet the definition specified in C.1., applicants may determine the requirements a charter school must meet, such as the date by which charter schools must have a charter or be open, to receive assistance through their proposed grant projects.

C.3. Is the use of the facility limited to operation of a charter school?

Operating a charter school (or schools) must be the primary use of the facility. However, there may be cases where a charter school rents out either all of the facility for part of the time or a portion of its facility all of the time for other uses. After factoring in these other uses, the primary purpose of the facility must be for operating the charter school(s).

C.4. May a charter school use program funds to lease a religious organization's facility?

A charter school may use these grant funds to lease a religious organization's facility. Charter schools may use the facilities of a religious organization to the same extent that other public schools may use these facilities. Generally, this means that a charter school may lease space from a religious organization so long as the charter school remains non-religious in all its programs and operations. Therefore, the religious landlord may not exercise any control over what is taught in the charter school.

Space constraints can be a major challenge facing charter schools. A charter school should select space based on its logistical and educational needs, not because the space is located in or near a religious school or institution or because officials of the charter school are connected to a particular religious organization. On the other hand, it is important that charter school operators have the flexibility to examine a range of options in their community. The Department strongly recommends that any space used by a charter school be free of religious symbols and under the full control of the charter school during school hours and during all charter school activities.

D. Use of grant funds

D.1. How may a grantee use these funds?

Grantees may use these funds to:

- establish new per-pupil facilities aid programs;
- enhance (increase the funding level of) existing per-pupil facilities aid programs; and
- administer per-pupil facilities aid programs.

20 U.S.C. 7221d(b)(3)(A); 34 CFR 226.1.

D.2. How may charter schools use these grant funds?

Charter schools that receive these Federal grant funds through their State must use the funds for their facilities. Allowable expenditures include:

- paying rent;
- purchasing a school building;
- purchasing land, subject to the restrictions described in D.4;
- constructing a school building;
- renovating an existing school facility;
- making leasehold improvements; and
- paying debt service on a school facility (see next question).

34 CFR 226.21(a).

D.3. May these grant funds be used for debt service? Can they be used to make payments to trustees?

Unless restricted by State or local law, yes, these funds may be used for debt service. Furthermore, they may be paid into the account of a third party or trustee who in turn makes debt service payments for facilities on behalf of charter schools.

D.4. May a charter school use grant funds under this program to purchase land?

Yes, if the land is included in an allowable building purchase or if the charter school has immediate plans to construct a building on the land. Because charter schools are permitted to use these grant funds for acquiring facilities, a charter school may use grant funds to purchase a building and the land on which it is located. However, charter schools may not use these grant funds for purchasing land when they have no immediate plans to construct a building on that land because land alone does not meet a charter school's building infrastructure needs. 34 CFR 226.21(b).

D.5. What costs may be included as administrative costs? Are they limited?

For States, administrative costs include indirect costs, evaluation, technical assistance, dissemination, personnel, and any other costs involved in administering the State's per-pupil facilities aid program. These costs may not exceed five percent of the grant award for each fiscal year for which funds are received. 34 CFR 226.22.

Please note however that 34 CFR 75.564 specifically prohibits grantees from charging indirect costs to construction grants. Therefore, to the extent that a

charter school recipient uses these grant funds for renovation, remodeling, construction, or debt service, they may not charge indirect costs to the cost of that portion of their grant.

In addition, an approved restricted indirect cost rate is required in order to recover appropriate indirect costs.

D.6. How long do grantees and subgrantees have to obligate funds?

Grantees and their subgrantees both must obligate funds before the end of the grant funding period specified in the grant award documents. 34 CFR 80.23. For FY 2009 grantees, the funding period will be up to five years, which means that all funds must be obligated by grantees and subgrantees within five years from when a grant is awarded. Because subgrantees will often take longer to obligate their funds because they have State and local bidding procedures to follow before they can issue contracts for certain facilities construction or improvements, it is essential that State grantees obligate the funds to the charter schools as soon as possible. Our expectation is that States will obligate funds to charter schools within the first six months of their receipt of the Federal grant funds.

D.7. How long do grantees and subgrantees have to expend or liquidate funds?

States and local governments/charter schools must expend or liquidate all obligations not later than 90 days after the end of the funding period but no later than September 30 of the last year of the funding period. We anticipate that the funding period for this program will be up to five years. So, for FY 2009 State grantees, this means that all funds must be liquidated within 90 days after the conclusion of their grant funding period, which will be specified in the grant award documents and likely will be within calendar year 2014. However, for FY 2009 grants, all grant funds must be **obligated and liquidated** before September 30, 2014.

For example, if a State receives an FY 2009 grant and its grant period runs from August 30, 2009, to August 30, 2014, both the State and its charter school recipients must obligate their funds before the end of August 2014. States and charter schools must typically liquidate these funds within 90 days after the end of the grant period; however, in this case, grantees would need to liquidate all FY 2009 grant funds before September 30, 2014, after which time those funds for FY 2009 grants will no longer be available.

D.8. How does the “supplement not supplant” requirement work?

At the State level:

All State applicants, but in particular those that are enhancing existing charter school facilities programs, must ensure that neither they nor their charter school recipients violate this program’s statutory non-supplanting

requirements. A State may use these grant funds only to the extent that the grant funds and the required non-Federal match would supplement the total amount of funding provided to charter schools for any type of cost, including operating and capital costs.

Example of supplanting: If a State has been providing \$100 million per year on behalf of charter schools for their facility expenses and operating expenses and intends to continue that level of funding in future years, it would be supplanting if it reduced the level of its financial contribution to charter schools after it received the Federal grant.

At the local level:

At the local level, charter schools may use these grant funds only to the extent that the grant funds and the required non-Federal match would supplement the total amount of State and local funding provided to charter schools.

Example of supplanting: If a school district has been providing \$1 million per year on behalf of a charter school for its facility expenses and operating expenses and intends to continue that level of funding in future years, it would be supplanting if it reduced the level of its financial contribution to the charter school after it received grant funds from the State.

E. Conflicts of Interest

E.1. What are the rules governing "conflicts of interest" in the administration of grants?

Grantees must avoid apparent and actual conflicts of interest when administering grants from the U.S. Department of Education. Department regulations at 34 CFR 75.525(a) prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the grantee. 34 CFR 75.525(b) provides further that a grantee may not permit any person participating in a project to use his or her position for a purpose that is -- or gives the appearance of being -- motivated by a desire for a private or financial gain for that person or for others.

E.2. What procedures must a grantee follow in order to avoid a conflict of interest when making a procurement?

When using Federal funds to enter into a contract, a State or local entity receiving a grant must comply with 34 CFR 80.36. These standards require Federal grant recipients to develop written procurement procedures and to conduct all procurement transactions in a manner that provides, to the maximum extent possible, open and free competition. No employee, officer,

or agent of the grantee may participate in the selection, award, or administration of any contract supported by Federal funds if a real or apparent conflict of interest exists.

F. Federal requirements

Do Davis-Bacon prevailing wage requirements apply to these funds?

When funds under this program are used for construction-related activities costing over \$2,000, such as constructing a school building, renovating an existing school facility, or making leasehold improvements, any laborers and mechanics employed by contractors or subcontractors on the projects assisted with these Federal funds must be paid in accordance with prevailing wage requirements as determined by the Secretary of Labor in accordance with subchapter IV of chapter 31 of title 40 of the United States Code (commonly called "Davis-Bacon and related acts"). (See *also* 20 U.S.C. 1232b Labor Standards). You can also find additional Davis-Bacon and other related acts prevailing wage information at <http://www.gpo.gov/davisbacon/> and the following DOL website: <http://www.dol.gov/esa/whd/programs/dbra/faqs.htm>.



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF INNOVATION AND IMPROVEMENT

July 29, 2009

Paul Prussing
Acting Director
801 West 10th Street
Suite 200 / P.O. Box 110500
Juneau, AK 99811-0500

Dear Mr. Prussing:

Thank you for your application for funds under the Charter Schools Program (CSP) competition that closed on February 25, 2009. The CSP authorizes the Secretary to award grants to those States that have enacted a State charter law to enable them to conduct Charter School Programs in their States.

This letter is to inform you that your application under the Charter Schools Program (CSP) has not been recommended for funding.

A peer review of applications was conducted March 16 through March 24, 2009. The CSP CFDA No. 84.282A received 10 SEA applications for funding as e-Applications. Applications were reviewed using the selection criteria contained in the statute authorizing this program and published in the Federal Register on December 15, 2008. The top five (5) ranked applications were recommended for funding. Your application did not rank high enough to be included with those recommended for funding.

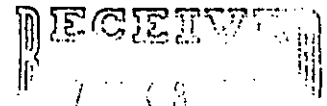
A copy of the reviewer's comments about your application is enclosed with this letter.

We appreciate the time and thought that went into the planning and preparation of this application. If you have any questions concerning the review, please feel free to contact me directly. Thank you.

Sincerely,

Dean Kern
Director
Parental Options and Information

Enclosures



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Status: Submitted

Last Updated: 04/03/2009 12:46 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #1:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	10
3. The number of high-quality charter schools to be created	30	12
4. The quality of the management plan...	30	15
5. The quality of the evaluation plan	30	16
TOTAL	150	73

Technical Review Form

Non Dissemination: 84.282A

Reader #1:

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

Alaska's three main objectives of this grant to improve and increase the number of high-quality schools and secure financial stability for charter schools are clear, concise and necessary when looking at the state's demographics. The unique situation of Alaska when dealing with the spread out population and the large Native Alaskan population was not discussed enough in the application. These unique circumstances could have been incorporated in many sections and a program or meetings could have been created to really target this audience. Charters in Alaska have been successful academically, and this grant could help continue that improvement. The performance measures listed were clear and measurable, using various qualitative and quantitative data. While the application touched on all the various sections required, the management plan and evaluation could have been more detailed. Many of the sections to discuss dissemination or how charters are aware of funds were not addressed in a comprehensive way.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

On pages 24 through 26, the application clearly discusses the three unique objectives of the grant program. The performance measures, discussed in the evaluation section are clear, measurable and relevant to the overall objectives. The objectives are focusing heavily on improving student achievement for charter school students, and data is shown that demonstrates success they have had so far. Objective number three focusing on financial stability is important based on the demographics and unique issues the state of Alaska face regarding such a dispersed population (p. 26). Charters are performing at a

higher level than conventional public schools (p. 15).

Weaknesses

Some of the activities listed are very broad and encompass a few different activities. These could've been separated out into more concise activities for staff members. With a large population of Native Alaskans (p. 6), the applicant really did not take advantage of using this resource and research to its advantage. There was no real discussion of how the current and new charters will continue to help disadvantaged students, and there was no achievement data to highlight progress. Currently, only 3 of the 25 charters are targeting at-risk students (p. 9). There is a very weak discussion on how the SEA will inform others of the grant program, and doesn't go beyond posting information on their web site and making a few calls. No discussion of dissemination.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The state law gives charter schools the option of some flexibility in numerous categories, such as curriculum, employment, scheduling, and the formation of nonprofit status (p. 33). The charter does have control over their annual budget, in accordance with their contract.

Weaknesses

The degree of flexibility afforded to charter schools in Alaska is dependent on the written contract between the local school district and the charter school (p. 33). Depending on the attitude of the school board towards a charter, a charter's autonomy could be challenged and they might not be given autonomy. Charter schools are not their own LEA's and funding does go through the district to the school, which depending on the contract, could create problems.

Reader's Score: 10

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

Opening approximately three new schools a year is in line with Alaska's previous charter history (p. 35), and given Alaska's population it is reasonable and would not flood the market. There is a comprehensive discussion on how the per pupil allocation is calculated (p. 23) and proposed enrollment drives funding for the first year.

Weaknesses

Opening only a total of six to nine schools over three years is not an ambitious goal. With a cap of 60 schools, there is room to push to open more schools in this time period. Local school boards and the state board both have to approve a charter school application (p. 20), and the state board will not approve without the local school board doing so first. There does also not seem to be any appeals process in place. The department has the final say. Because operating revenues are provided to the charter based on the contract, there is no assurance charters would receive all their funding. There also was not a strong discussion on how charters would be informed about funds for which they are eligible.

Reader's Score: 12

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths

The management plan chart on pages 37 through 39 contains sufficient details on the variety of activities that will be accomplished to meet each objective, a timeline, resources, responsibilities and milestones. With a main goal being to improve academic achievement, the applicant discusses the assistance the district and state will provide to

schools that fail to make AYP (p. 36). There is an overview of how the SEA will award subgrant funds, and the application attached shows how the SEA will measure the quality of applicants (p. 40-41).

Weaknesses

There could have been more activities in objective 2, because the applicant clearly considers academic achievement to be very important and there are only two main activities for an objective that is very broad. There was not enough detail about the peer review process as far as how they will be chosen, and there was not a strong timeline of when the awards will be funded.

Reader's Score: 15

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

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

Strengths

The evaluation model contains a useful logic model, which shows the inputs, outputs and short, middle and long-term goals of each activity related to the three objectives. The performance measures attached to each objective are concise and measurable. The performance measures for academics are high to be attainable, but not easy, and were based on the current public school proficiency levels (p. 47). The evaluation also discusses the organization that has agreed to assist in the evaluation and the qualifications of potential reviewers. The applicant discusses each of the seven required sections of the evaluation in an organized manner. The section on type of data to be collected is very detailed and looks at more than just student achievement (p. 51). Surveys and focus groups will be a part of the evaluation and the applicant discusses how

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Status: Submitted

Last Updated: 04/03/2009 3:08 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #2:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	18
2. The degree of flexibility afforded by the SEA	30	14
3. The number of high-quality charter schools to be created	30	10
4. The quality of the management plan...	30	10
5. The quality of the evaluation plan	30	14
TOTAL	150	66

Technical Review Form

Non Dissemination: 84.282A

Reader #2:

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

Alaska provides clear and relevant objectives for the grant program and explicitly ties performance measures and outcomes to each objective. The number of schools Alaska proposes to open is reasonable and the state demonstrates a strong history of good charter school performance, which indicate the potential for increasing the number of high quality charter schools in the future.

The performance measures tend to focus more on the performance of schools without an adequate discussion of how the grant program will be used strategically to improve school performance, particularly for educationally disadvantaged students. In general, the management and evaluation plans contain vague activities that will be difficult to measure, and at times focus on inputs rather than outcomes

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

The application states that it will encourage charter schools to increase opportunities for educationally disadvantaged students and improve access through the approval process, thereby addressing the grant's focus on these students. The application also outlines clear and relevant objectives for the grant program and describes strategies for notifying parents, teachers and community groups of the grant opportunity (p. 23 - 24). The application also provides objectives for strengthening the fiscal sustainability of Alaska's charter schools. The application provides compelling evidence of the strong performance

of current charter schools, indicating that future charter schools are also likely to be high-performing. It also provides evidence that these charter schools serve a larger proportion of native students

Weaknesses

The application relies on the standard charter application and review process to produce more charter schools focused on serving educationally disadvantaged students and to improve student achievement, without indicating that the Department of Education will engage in additional activities to promote these two goals. The objectives do not provide specific targets as to how many new charter schools will serve educationally disadvantaged students. There is little discussion of dissemination strategies beyond the hope that successful charter schools will spur additional success.

Reader's Score: 18

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The application makes clear that charter schools are exempt from regulations in a few key areas, such as curriculum, textbooks, and scheduling. The charter school has control over principal hiring and the principal has control over other staffing decisions, addressing charter schools' flexibility over personnel decisions.

Weaknesses

Additional charter school flexibility must be negotiated with the LEA during charter review. The application does not give evidence of the extent to which existing charter schools have been able to negotiate freedom from regulations, leaving it unclear as to whether the ability to negotiate flexibility is useful. The regulations limiting a charter schools' ability to enter into long-term fiscal contracts without the approval of the district could potentially hinder charter schools' ability to invest in facilities or other infrastructure to support their educational program. The requirement that charter schools negotiate their annual budget with the district seems like it would be a hindrance to charter schools' autonomy over their budget and expenditures.

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The application states that Alaska intends to continue its current trajectory of charter school growth by opening an additional 6 to 9 schools over the three-year grant period. The application also describes the reasoning behind the planning and implementation grant amounts.

Weaknesses

The goal of opening 6 to 9 charter schools is not particularly ambitious and seeks to only continue what Alaska has done previously. The application lists a few methods for informing charter schools of available grant funds later in the application (p. 40), but does not provide any detail, and there is no discussion of how charter schools will receive a commensurate share of funds.

Reader's Score: 10

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths

The application includes a clear management plan that directly addresses the objectives outlined at the beginning of the grant. The application states that certain criteria, such as geographic location, types of students served, and type of educational program will be considered in the grant review process, indicating an interest in supporting a diversity of charter schools. The application provides, in the appendix, additional details about the

charter review process through the rubric used to evaluate charter schools.

Weaknesses

The management plan does not include a specific timeline with months or dates when activities will be completed and many of the activities are listed as 'on-going' when there could be more specific information about completion. For example, the technical assistance workshops are listed as on-going, but there could be more clarity as to when in the grant administration process these will be offered. The milestones do not provide much additional information on how the Department of Education plans to achieve its activities and objectives. Some of the activities are not fully described in the grant narrative and are too vague to effectively assess outcomes. While the application lists certain priorities based on school type and students served, it does not provide sufficient detail to understand how these considerations might impact the outcomes of the charter school program.

Reader's Score: 10

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

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

Strengths

The evaluation plan clearly links the outcomes to the stated objectives. Some performance measures include measurable goals that can be evaluated and provide a timeframe to monitor progress. The identification of the Northwest Regional Education Laboratory as an evaluator is a solid choice, with a qualified, independent evaluator. The application provides an overview of the type of data that will be included in the evaluation.

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Status: Submitted

Last Updated: 04/03/2009 7:32 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #3:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	14
3. The number of high-quality charter schools to be created	30	17
4. The quality of the management plan...	30	16
5. The quality of the evaluation plan	30	15
TOTAL	150	82

Technical Review Form

Non Dissemination: 84.282A

Reader #3:

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The state of Alaska has unique challenges and is committed to using charter schools as a strategy for meeting its needs. This proposal has a strong logic model linking its activities to its objectives. A more detailed management plan and a stronger evaluation plan would improve the proposal. Additionally more information about the state's technical assistance would be useful. Charter schools are held to a higher standard and may need more support.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

In general, charter schools in Alaska were better than traditional public schools (abstract) and an increase in their number is likely to increase the state's capacity to assist educationally disadvantaged students. For this program, the applicant has selected three clear goals supported by appropriate activities (p.24-25) The table on pages 44 through 49 clearly shows the applicant's logic model linking its activities with its outcomes.

Weaknesses

The application states that the program will encourage charter schools to increase opportunities for students in need of improvement, but does not state how it will do this (p.31).
 The state has minimal outreach activities to encourage the opening of new schools that will serve educationally disadvantaged students.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

In Alaska, charter schools are exempt from the school district's textbook, curriculum, and scheduling requirements (p.34). The charter school board has the liberty to hire a principal and the principal then hires and supervises other personnel (p.34).

Weaknesses

There are several features in the Alaska school law that appear to limit charter school flexibility. A charter school application must receive both state and local approval to open (p.21). The school's budget must be approved by the school district (p.22). It is not clear how much flexibility charter schools have over personnel regarding dismissal, contracts, unionization, or pay schedules. Charter schools have little flexibility in contracting.

Reader's Score: 14

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in

which the school's enrollment expands significantly.

Strengths

The applicant estimates that the state will open six to nine charter schools during the grant period (p.35). This number seems reasonable given the state's history and experience opening charter schools.

The department notifies charter schools about grant opportunities through its website, e-mail and direct mail (p.28).

Weaknesses

While the department identifies funding opportunities for charter schools, it does not appear to take a role in ensuring charter schools receive their commensurate level of federal funds from the district. For example, it does not appear to require assurances from the district or conduct monitoring.

The application states that the subgrant program will be competitive (p.40). With only two to three schools created each year, it is difficult to see how such a program could be competitive. Likewise the application states that consideration will be given for diversity and geographic location but with only two to three schools applying, it is difficult to imagine what that consideration would be.

The requirement that charter schools receive approval from both the district and the state could be an impediment to the opening schools.

Reader's Score: 17

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths

The management plan provides information about each activity including a basic timeline (p.37-39). The application provides information on how it will conduct its subgrant program including the amounts and process (p.40-41).



Weaknesses

The management plan is not sufficiently detailed. It does not provide details about responsibilities of individual staff. The timeline is very general. A more detailed management plan would provide a stronger roadmap and assurance that activities will be completed on time and result in the intended outcomes.

The proposal does not provide details about the technical assistance and guidance it intends to provide (p.36). Little attention is given to the financial technical assistance to support school fiscal viability.

Reader's Score: 16

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

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

Strengths

The applicant has selected the Northwest Regional Educational Laboratory to conduct its evaluation (p.50). The application includes a description of the kinds of data the evaluator will collect and how (p.51-53).

Weaknesses

The evaluation plan is entirely focused on the performance of charter schools. It does not

address the goals of the application and the performance of the charter school office in accomplishing these tasks. While it is appropriate to focus some of the plan on charter school performance because there are multiple performance measures regarding school achievement, the evaluation plan should also measure how well the applicant performs its duties in the program. As written, it does not assess the success of the applicant in meeting goals, timetables and benchmarks. The evaluation plan does not describe how the applicant will use the evaluation to improve its performance.

Reader's Score: 15

Status: Submitted

Last Updated: 04/03/2009 7:32 PM

[show names](#)

[show group subtotals](#)

Status: Submitted

Last Updated: 04/03/2009 12:20 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #4:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	20
2. The degree of flexibility afforded by the SEA	30	15
3. The number of high-quality charter schools to be created	30	18
4. The quality of the management plan...	30	15
5. The quality of the evaluation plan	30	17
TOTAL	150	85

Technical Review Form

Non Dissemination: 84.282A

Reader #4:

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The applicant should concentrate on improving the recommended weaknesses of the application. Once the weaknesses are addressed the applicant will have a clearer picture of the overall grant application process needed to address the criteria listed in the application.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

The applicant has three secondary charter schools in Alaska that target and serve at-risk secondary students. pp-9

The applicant's Charter Expansion Program will continue to focus on increasing the numbers of secondary students served through the current application process. pp-9

The applicant state is one of 10 states that have been approved by the U.S. Department of Education to use a Student Growth Model in conjunction with the required AYP calculations. This allows the state to monitor student growth with a district, school, and subgroup on a yearly basis. pp 10

Weaknesses

The applicant's goals are reasonable but not innovative.

The applicant's activities were too broad to determine how much change would take place.

The goals and objective were not linked to performance measures of the project.

Reader's Score: 20

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

The applicant will use the Alaska Performance Incentive Program to determining individual student growth. The Performance Incentive Program is a new program authorized by Alaska statute and regulation in 2006.

The applicant's program will provide an incentive payment to the school employees where the students have demonstrated growth in academic achievement based on the Standards Based Assessments given annually in April. Essentially, the staff at schools which show the largest gains in student growth receive cash bonuses for achieving such growth. In 2007, six charter schools received PIP awards for outstanding, excellent, and high academic growth in student achievement.

The applicants program will track individual student growth from year to year. For the first time in the state's history, the department will be able report all student's yearly growth each year.

Weaknesses

The applicant does not clearly show all the ramifications of full autonomy in the state;s charter school.

The applicant does not detail how the State's charter school law establishes an administrative or board relationship between the charter school and the authorized public chartering agency.

The applicant does not clearly specify a description of the degree of autonomy charter

schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

The district's regular public school's appear to have more autonomy than charter schools in the district.

Reader's Score: 15

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The applicant's Charter schools will be monitored on an individual basis by a site visits on a five year cycle, which is dependent upon the opening of the school. During site visits, EED staff will meet with teachers, principles, and members of the Academic Policy Committee, the governing body of the charter school. Official documentation is requested in each monitoring visit. All monitoring visits seek to evaluate the charter schools not just on student achievement but also by reference to statutory and regulatory adherence. pp15

Weaknesses

The applicant does not clearly detail how the SEA will inform the schools in the state about federal funds.

The applicant does not specify how the state's charter schools will expand their enrollment.

The applicant states that there are are tremendous accomplishments for the state however does not detail the accomplishments that have been made. pp 19

The applicant does not detail or clearly stipulate how the funds in the state's charter schools will be evenly distributed to increase the enrollment or expansion of charter schools in the district.

Reader's Score: 18

the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths

The applicant will Provide at least two technical assistance workshops as well as ongoing assistance for charter school operators on governance, leadership, and financial management. pp e-38

The applicant will Review annual performance reports, audits, and grant progress reports, conduct visits, and provide recommendations for improvement. pp e-38

The applicant will Evaluate the program's effectiveness in supporting schools to become fiscally solvent for long-term sustainability.

Weaknesses

The applicant's school districts appears to have most of the control over the charter school' and appears to grant little autonomy as it relates to fiscal and academics matters to the charter schools in the district. pp19

The management plan does not specify how it will evaluate the effectiveness of the charter school program. pp 37

The applicant does not detail how they will evaluate the program's effectiveness in supporting schools to become fiscally solvent for long-term sustainability. pp e-38

The applicant does not clearly define the responsibilities, time lines, and milestones for accomplishing project tasks.

Reader's Score: 15

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

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

Strengths

The applicant will enlist the Alaska Department of Education & Early Development Program to assist in seeking an outside entity to perform a solid evaluation of the effectiveness of the project, and activities, and expected outcomes. Northwest Regional Educational Laboratory has agreed to do the evaluation for Alaska's Department of Education & Early Development. pp e-49

The applicant will use both qualitative and quantitative data sources and the means to collect these data will be identified. pp 50

Weaknesses

The applicant did not provide adequate information on the roles, responsibilities, and qualifications of the evaluators for the project.

The overall evaluation plan was vague and lacked details that would have enhanced the project's accountability.

The applicant states that both qualitative and quantitative data will be used but does not identify the means by which this data will be collected. pp 50

The applicant does not specify in detail the benchmarks to be used or identify who will monitor the progress toward specific project objectives and outcome measures to assess and determine the impact on teaching and learning or other important outcomes for project participants.

The applicant did not detail which resources would be used to enhance the project's evaluation plan.

Reader's Score: 17

[show names](#)

[show group subtotals](#)

Status: Submitted

Last Updated: 04/03/2009 12:58 PM

Technical Review Coversheet

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Reader #5:

	POINTS POSSIBLE	POINTS SCORED
Summary Comments		
1. Summary Comments	N/A	N/A
Selection Criteria		
1. The contribution the charter schools grant program will make.....	30	15
2. The degree of flexibility afforded by the SEA	30	10
3. The number of high-quality charter schools to be created	30	15
4. The quality of the management plan...	30	10
5. The quality of the evaluation plan	30	15
TOTAL	150	65

Technical Review Form

Non Dissemination: 84.282A

Reader #5:

Applicant: State of Alaska Department of Education & Early Development - Alaska Department of Education Teaching and Learning Support (U282A090004)

Summary Comments

1. Summary Comments

The application is complete and demonstrates good opportunities for charter school growth in the state. It would have been helpful to see more information about the existing student/parent/community demand for this growth, in order to determine how feasible and ambitious the state's goals for new charter opening might be. The limited amount of flexibility and autonomy for charter schools is a concern, as are the methods and plans for communicating about these schools and weaving them into the larger educational structure.

Overall the application is technically complete, but it would have been helpful to see more strategic thought incorporated.

Selection Criteria

1. The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Note: The Secretary encourages the applicant to provide a description of the objectives for the SEA's charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program and how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.

Strengths

Alaska charter schools appear to be serving a large number of native populations, which have unique needs and concerns. The opportunity to create high-performing charters in service of these students is a positive.

The program objectives (found earlier in the application - on page 24) appear to be sound. It is especially interesting to see the development of five indicators of financial viability (page 27).

Activities to notify parents, teachers and communities are found later in the application

(page 37).

Weaknesses

Objectives related to academic growth and financial viability could include more explicit-stated targets and starting points. It is difficult to see how much growth will occur, or how much improvement is needed or how it will be attained in a measurable, meaningful way. Ambitiousness is difficult

The need among native populations is clear, but given the small student population statewide it is not immediately obvious where the charter schools would be placed or how badly they are needed/demanded by those to be served.

More evidence is needed to show that charters provide a substantially different approach to meeting student needs than the existing schools already in place. Given the structure of these schools and their relationship to the LEAs that authorize them, it is not obvious how these schools will provide a substantially different alternative.

It would be helpful for the applicant to include or reference all relevant information in the section in which it is requested, to prevent grant reviewers from having to search.

Reader's Score: 15

2. The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.

Note: The Secretary encourages the applicant to include a description of how the State's law establishes an administrative relationship between the charter school and the authorized public chartering agency and exempts charter schools from significant State or local rules that inhibit the flexible operation and management of public schools.

The Secretary also encourages the applicant to include a description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operation, and personnel in accordance with their State's law.

Strengths

Charter schools are freed from specific district-level regulations and operate as separate non-profit entities.

Weaknesses

There is actually very little freedom in place here. The charter school is tied so closely to the district - even unable to enter into multi-year fiscal obligations without prior express written approval by the district - that no meaningful flexibility or autonomy appears to exist. No contracts may be entered into without approval of the authorizing district; this effectively gives control over many curriculum and programming decisions to the

authorizing district.

The charter school budget is established in the charter contract, which means that it must be negotiated and therefore is not in the complete and autonomous control of the school.

The administrative relationship between the district authorizer and the charter school is not described in such a way as to imply anything other than that the district has a tremendous amount of control over the charter school.

Little freedom appears to exist. No evidence of accountability for failure to perform is provided. It is curious, however, why a number of these schools have chosen to convert back to traditional schools.

Reader's Score: 10

3. The number of high-quality charter schools to be created in the State.

Note: The Secretary considers the SEA's reasonable estimate of the number of new charter schools to be authorized and opened in the State during the three-year period of this grant.

The Secretary also considers how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and during a year in which the school's enrollment expands significantly.

Strengths

The state took time to research the national averages on planning and implementation grants.

Growth plans appear to be realistic based on past experience.

Federal funds questions are answered beginning on page 27 and appear to be consistent with the state's legal structure. Opportunities for verification exist.

Weaknesses

Growth targets do not appear to account for any evidenced levels of demand in the state. It would be helpful to have some stronger sense for parent and community interest in charter schools, or perhaps account for charter schools as part of a broader state plan for educational service delivery.

Growth levels do not appear to be particularly ambitious. Diversity is not realistically going to be ensured given the small number of schools to open.

It is not clear how the federal funds flow through the authorizing district. It would appear that the local district is responsible for equitable distribution to its charter schools,

which could prove problematic. Timing of the arrival of funds is also not addressed.

Reader's Score: 15

4. The quality of the management plan for the proposed project. In determining the quality of the management plan for the proposed project, the Secretary considers the adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

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

Strengths

The management plan is well organized and includes milestones.

Activities appear to be reasonable to accomplish the specified goals.

Weaknesses

No staffing descriptions are provided.

Inadequate methods of communications are described, particularly given the unique communications challenges posed by the enormous geographic size of the state. More is needed in this area.

Academic achievement improvement is an ambitious goal and needs a great deal more attention than two action steps. It would be useful for the state to discuss the approaches it will use, and how will they differ for charter schools than they do for all districts statewide.

There are similar concerns around the discussion of financial sustainability. A more complete and thorough description of how the state will work to encourage and sustain this effort is required. In addition, the five indicators of financial viability (page 27) was omitted from this list. This is an activity that deserves considerably more exploration.

Reader's Score: 10

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

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

Strengths

The use of a logic model is a positive.

The external evaluator appears to be experienced and qualified.

Planning around the collection of data, the types of data to be used, and the timelines for each are provided.

Weaknesses

It would be helpful to include interim benchmarks to determine how progress is made throughout duration of project period.

Growth in all three objectives is not particularly ambitious. On page 49, for example, having fewer than 10% of schools in a financial emergency is not as strong as having zero schools in financial emergency. Fewer than ten percent could be incidental to the life of the schools themselves and is not tied directly back to the impact of the proposed project. Similarly, other measures could be strengthened to make the program evaluation more compelling. The AYP goals stated on page 45 are similarly situated; more ambition relative to these goals and a more clear relationship back to project activities would be useful.

on page 45 the applicant indicates 100% of students will be assessed. This is an input or tool relative to the evaluation itself, not a measurable outcome.

The state's performance is never really addressed according to its measures; only the school performance and outcomes are discussed. While it is important to consider the

outcomes of the grant project in terms of the school success being achieved, it is equally important for the state to assess and evaluate itself and its activities in a rigorous and objective fashion. This is a significant issue relative to the proposed evaluation plan.

Reader's Score: 15

Status: Submitted

Last Updated: 04/03/2009 12:58 PM

LEGAL SERVICES

DIVISION OF LEGAL AND RESEARCH SERVICES
LEGISLATIVE AFFAIRS AGENCY
STATE OF ALASKA

(907) 465-3867 or 465-2450
FAX (907) 465-2029
Mail Stop 3101

State Capitol
Juneau, Alaska 99801-1182
Deliveries to: 129 6th St., Rm. 329

MEMORANDUM

March 30, 2010

SUBJECT: Effect of charter school construction aid on liabilities and local funding mechanisms (HB 393, Work Order No. 26-LS1550\A)

TO: Representative Paul Seaton
Chair, House Education Committee
Attn: Louie Flora

FROM: Jean M. Mischel
Legislative Counsel

You have asked whether the above bill allows for construction of a school without a vote and therefore violates requirements for issuing general obligation bonds. You have concerns about the various mandates in the bill. You have further asked for a description of the nature of the obligation for construction of a school in a regional educational attendance area (REAA) if the school is owned or leased by the REAA, the state, or another entity.

The bill as currently written does not presuppose the building, maintenance, or lease of a charter school by any particular local funding mechanism, including bonding. Further, the bill does not limit or eliminate a local funding mechanism. Instead, the bill requires the department to establish a grant program, to apply for available federal funding and to provide that funding, along with state aid on a \$1 per pupil basis if appropriated by the legislature, for "approved projects for charter school facilities construction, lease, or major maintenance."

The district, including an REAA, must apply for the grant using the existing grant procedure at AS 14.11.011 and the application must be approved by the department under existing review procedures. The district must also provide a local contribution that is based on the difference between the combined available federal and state money and the allowable costs of the project.

The last sentence of Art. II, sec. 19 of the Alaska Constitution prohibits "local acts" that necessitate appropriations by a political subdivision without a majority vote of qualified voters. I know of no case interpretation of this provision but the bill's local contribution requirement could certainly be put to a vote. Nothing in the bill otherwise circumvents or "violates" bonding requirements or even specifies whether bonding may or may not be used as for state aid under AS 14.11.100 even if the district is a municipal school district.

As in other grant programs, the source of the local contribution is unspecified. In an REAA, the source of a participating share for school construction grants under AS 14.11.008(c) may be satisfied by money from federal impact aid or from "local or other sources."

With regard to the nature of the legal obligation for construction of a school in an REAA, the bill is also silent. In a general legal sense, the state is otherwise constitutionally obligated to construct and maintain a school if the school is found to be necessary to provide an adequate education in that REAA. An REAA may elect under AS 14.11.020 and the implementing regulations to assume all responsibility by vote of the assembly or council and acceptance by the department of the assumption.¹ If the school district does not make that election, the state retains all obligations associated with ownership. If the school is constructed or maintained under a lease agreement, the agreement will describe the obligations of the lessee. Normally, that does not release the state or district from liabilities associated with ownership and operation.

If I may be of further assistance, please advise.

JMM:lmb
10-016.lmb

¹ AS 14.11.020(a) provides:

The assembly or council of a municipality that is a school district or a regional school board may, by resolution or majority vote of the body, assume the responsibilities relating to the planning, design, and construction of a school or an education-related facility located within the boundaries or operating area of the municipality or regional educational attendance area. After receipt of a request by an assembly or council under this subsection, the department shall provide for the assumption of the responsibilities requested. After receipt of a request by a regional school board under this subsection, the department may provide for the assumption of the responsibilities requested.



**Charter Schools
APPLICATION**
for

FY 08-09

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

September 2008

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Application for Charter

This application may be filled in or used as a guideline.

This application must be used and all headings and subheadings addressed for approval by the State Board of Education. It contains all criteria that must be addressed.

After local school board approval, your application and signed charter contract with the district shall be sent to the Department of Education & Early Development for review. Upon receipt of the application, the Department's Charter School Technical Review Team will identify any deficiencies in the application, or determine if any modifications or additional information are necessary. Once the technical review team and the commissioner's office deem that the application is acceptable, it will be sent to the State Board of Education for approval.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting information that the technical review team and State Board require for the state's review process. If this is a first application, there may not be enough data available to support an answer to certain questions. However, they must be addressed with comments for future plans to deal with the specific issue. These questions are highlighted in yellow.

Your application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

If you have any questions related to matters of law, please check the Alaska Statutes and Alaska Administrative Code. Links to these laws can be found on the Charter Schools web page at: www.eed.state.ak.us/Alaskan_Schools_Charter/.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

(e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."

(f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at:
www.eed.state.ak.us/State_Board/

Required Format:

1. Not more than 200 pages single-sided. *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3, ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Application

Name of Charter School: _____

Date of Application: _____

District: _____

School Contact: _____

Phone Number: _____

E-Mail Address: _____

1. ACADEMIC POLICY COMMITTEE

- (a) Has the school's independent academic policy committee operated at an acceptable level?
- (b) Is there an independent academic policy on file?

What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy.

Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.

INSERT INFO HERE →

2. LAW PROVISIONS

- (a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1 – 14).
- (b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?
- (c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?

What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy.

Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc.

INSERT INFO HERE →

3. EDUCATION PROGRAMS

- (a) Has the school made reasonable progress in meeting its academic goals?
- (b) Has the school demonstrated progress, where applicable, on the statewide assessment?
- (c) Has the school demonstrated progress, where applicable, on other assessments?
- (d) Does the school use its assessment data to drive decision-making in curriculum and instruction?
- (e) Where performance-based assessments are used, does the school have clear criteria?

What Reviewers Will Look For: Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.

Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.

INSERT INFO HERE →

4. PROGRAM ACHIEVEMENT

- (a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?
- (b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?
- (c) Is the school systematically informing parents of their child's performance and progress?
- (d) Did the charter school provide student assessment participation rates?
- (e) Has the charter school made a comparison between their assessment scores and the district's assessment data?
- (f) Has the charter school made a comparison between their assessment scores and the state's assessment data?
- (g) Has the charter school shown disaggregated scores across all categories?
- (h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?
- (i) Is the school implementing a well-conceived plan to demonstrate progress over time?

What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories

Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card/progress report & description of staff development activities.

INSERT INFO HERE →

5. ADMISSION PROCEDURES

- (a) Does the school have admission procedure criteria?
- (b) Are eligible students specifically defined?
- (c) What are the provisions for accommodating additional students, if necessary?
- (d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?

What Reviewers Will Look For: Evidence that the school is viable in terms of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity

Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions enrollment procedures.

INSERT INFO HERE →

6. ALTERNATIVE OPTION

(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?

What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available.

Suggested Sources of Evidence: Check local provision.

INSERT INFO HERE →

7. ADMINISTRATIVE POLICIES

- (a) Is there an administrative policy that follows charter school law?
- (b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?
- (c) Is there compelling evidence that the school's leadership is strong?
- (d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?
- (e) Are the mechanisms in place;(e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?

What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise

Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.

INSERT INFO HERE →

8. FUNDING ALLOCATION

- (a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?
- (b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?
- (c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?
- (d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?

What Reviewers Will Look For: Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.

Suggested Sources of Evidence: A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.

INSERT INFO HERE →

9. FISCAL SOLVENCY

- (a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?
- (b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?
- (c) Has the school achieved efficiencies in its operation?

What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.

Suggested Sources of Evidence: Financial audits & financial statements.

INSERT INFO HERE →

10. FACILITY PLANS

(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?

What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.

Suggested Sources of Evidence: A drawn schematic of the physical plant.

INSERT INFO HERE →

11. TEACHER TO STUDENT RATIO

- (a)** Is there a plan which adequately addresses teacher-to-student ratio?
- (b)** Is the plan reasonably based on projected enrollment figures?

What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.

Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.

INSERT INFO HERE →

12. ENROLLMENT

- (a) Has the student enrollment been stable?
- (b) Has the school's enrollment been at a maximum?

What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.

Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.

INSERT INFO HERE →

13. TEACHING METHOD/CURRICULUM

- (a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?
- (b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?
- (c) Has the school undertaken curriculum review and revision?
- (d) Is there evidence to support effective intervention with students who are "at risk?"
- (e) Is the school addressing the needs of students with educational disabilities?
- (f) Where applicable, does the school address the needs of students with limited English proficiency?

What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality, including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.

Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum/course of study, regular monitoring and updating of curriculum/course of study.

INSERT INFO HERE →

14. COLLECTIVE BARGAINING

- (a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?
- (b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?

What Reviewers Will Look For: Evidence that a written collective bargaining contract exists, if applicable, regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.

Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.

INSERT INFO HERE →

15. CONTRACT TERMINATION

(a) Is there a charter school contract termination clause currently in effect?

What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.

Suggested Sources of Evidence: Check for written charter school termination clause.

INSERT INFO HERE →



**Charter Schools
Rating Template**
for

FY 08 - 09

Alaska Department of Education & Early Development
801 W 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

May 2008

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Rating Template for Application

This Rating Template is a guideline of criteria to be addressed in an application for a charter. Please see the directions included in the application for more information.

Upon receipt of an application to operate a charter school, the Department's Charter School Technical Review Team will evaluate the application using this Rating Template. The team will identify any deficiencies in the application and determine if any modifications or additional information are necessary. Once the Technical Review Team deems that the application is acceptable, it will be sent to the State Board of Education for approval.

The rating template is in a scoring guide format and will be used by the EED Charter School Technical Review Team to evaluate applications received. Each item on the rating template corresponds to one of the fifteen criteria in the application.

The charter school will need to properly address the question(s) under each criterion. For instance, number "1." concerns the "Academic Policy Committee". There are two questions in this section that need to be addressed. Under the question in each section are guidelines regarding "what the reviewers will look for," followed by "suggested sources of evidence". These two review guidelines should assist the charter school in properly submitting what the technical review team and State Board want in the review process. If a question in one of the criteria is not applicable, please write that in your application. For example, if this is a first application (a new charter school), the shaded N/A check boxes indicate the question may not apply, but must be addressed with comments for future plans to deal with the specific issue.

The application should not leave to the reader any responsibility for deciphering the explanation or interpreting the evidence presented. Successful applicants will also identify weaknesses, as well as strengths, and will explain why the weaknesses do not outweigh the school's strengths. The application and rating template is a response to questions about the school's performance and to questions about the school's future. In conclusion, the charter school's application should be looked upon favorably by the State Board of Education and Early Development if the fifteen criteria are adequately addressed.

Requirements

Timeline:

- (a) An initial charter application (after local school board approval) for a new or conversion school may not be submitted to the Department of Education & Early Development sooner than twelve (12) months prior to the start-up of the school.
- (b) An existing charter school cannot apply for reapplication to the state sooner than twelve (12) months before the expiration date of their charter.
- (c) The completed application materials shall be presented to the local school board, which will then forward the application to the Alaska Department of Education & Early Development's charter school program manager as required by AS 14.03.250(c).
- (d) *Mail to:*

Alaska Department of Education & Early Development
Attn: Charter School Program Manager
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, Alaska 99811-0500

- (e) 4 AAC 33.110(g) states: "No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the Department of Education & Early Development the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied...."
- (f) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: www.ced.state.ak.us/State_Board/

Required Format:

1. Not more than 200 pages single-sided, *unbound*, in 12 point font.
2. ALL pages numbered in consecutive order (i.e. 1, 2, 3. ...200).
3. A table of contents.
4. Follow in numerical order the numbered headings of the application.
5. ALL numbered headings and subheadings must be addressed.

Application will not be read if any of the above five requirements are not met.

Charter Schools Rating Template

A= Adequate
IA= Inadequate
N/A= Not Applicable

Name of Charter School: _____
Date of Application and Rating Template: _____
District: _____

1.	RATING			COMMENTS
ACADEMIC POLICY COMMITTEE	A	IA	N/A	
(a) Has the school's independent academic policy committee operated at an acceptable level?				
(b) Is there an independent academic policy on file?				
<i>What Reviewers Will Look For: Evidence that the school is meeting the objectives as stated in the independent academic policy</i>				
<i>Suggested Sources of Evidence: The number of academic policy sessions and the minutes from those committee meetings.</i>				

2.	RATING			COMMENTS
LAW PROVISIONS	A	IA	N/A	
(a) To be valid, the application must include a separate, signed, charter school contract with the district, addressing the fourteen provisions as listed under AS 14.03.255(c)(1-14).				
(b) Have the responsibilities of the academic policy committee regarding provisions of the law been fully addressed?				
(c) Is the charter school within the bounds of the most current applicable statutory and regulatory requirements?				
<i>What Reviewers Will Look For: Evidence that the school complies with applicable federal, state, and local laws and regulations in regards to the academic policy</i>				
<i>Suggested Sources of Evidence: Charter contract, charter school bylaws, and minutes of meetings where committee has adopted bylaws, etc</i>				

3.	RATING			COMMENTS
	A	IA	N/A	
EDUCATION PROGRAMS				
(a) Has the school made reasonable progress in meeting its academic goals?				
(b) Has the school demonstrated progress, where applicable, on the statewide assessment?				
(c) Has the school demonstrated progress, where applicable, on other assessments?				
(d) Does the school use its assessment data to drive decision-making in curriculum and instruction?				
(e) Where performance-based assessments are used, does the school have clear criteria?				
<i>What Reviewers Will Look For: Evidence that the school is providing an instructional program that meets or exceeds the academic standards, including assessments set by the state.</i>				
<i>Suggested Sources of Evidence: Promotion & graduation requirements & results of assessments that determine whether students are achieving standards.</i>				

4.	RATING			COMMENTS
	A	IA	N/A	
PROGRAM ACHIEVEMENT				
(a) Is the school implementing a well-conceived plan to ensure equal and bias-free access for all students, for all facilities, courses, programs, activities, and services?				
(b) Is the school systematically addressing the needs of students who do not perform at acceptable levels of proficiency in the statewide assessment program?				
(c) Is the school systematically informing parents of their child's performance and progress?				
(d) Did the charter school provide student assessment participation rates?				

4. (CONT.)	RATING			COMMENTS
	A	IA	N/A	
PROGRAM ACHIEVEMENT:				
(e) Has the charter school made a comparison between their assessment scores and the district's assessment data?				
(f) Has the charter school made a comparison between their assessment scores and the state's assessment data?				
(g) Has the charter school shown disaggregated scores across all categories?				
(h) Does the school provide professional development that is goal-based and driven, in large part, by the student assessment data?				
(i) Is the school implementing a well-conceived plan to demonstrate progress over time?				
<i>What Reviewers Will Look For: Evidence that the school is meeting the objectives agreed to for program achievement, particularly assessment data comparisons, student assessment participation rates, and disaggregated scores across all categories.</i>				
<i>Suggested Sources of Evidence: Implementation of approved plans for special education, relevant data regarding enrollment & services provided to special needs & bilingual students, school schedule & calendar, and student records of statewide assessment performance. Also, student report card progress report & description of staff development activities.</i>				

5.	RATING			COMMENTS
	A	IA	N/A	
ADMISSION PROCEDURES				
(a) Does the school have admission procedure criteria?				
(b) Are eligible students specifically defined?				
(c) What are the provisions for accommodating additional students, if necessary?				
(d) Is there a lottery or other type of provision for random drawing for enrollment when applicants exceed the school's capacity?				
(e) Is there a provision for accommodating vacancies that may occur mid year?				
<i>What Reviewers Will Look For: Evidence that the school is viable in terms of student admissions, and has adequate provisions for accommodating additional students and a plan for random drawing for enrollment when applicants exceed capacity.</i>				
<i>Suggested Sources of Evidence: Enrollment data, turnover data, waiting list data, exit interviews or surveys, and written admissions enrollment procedures.</i>				

6.	RATING			COMMENTS
	A	IA	N/A	
ALTERNATIVE OPTION				
(a) Is there a provision in place for students who do not wish to attend the charter school, even though it's the only option?				
<i>What Reviewers Will Look For: Evidence through a local written provision that there are alternative choices for students who choose not to attend the local charter school, even though it is the only local school available</i>				
<i>Suggested Sources of Evidence: Check local provision.</i>				

7.	RATING			COMMENTS
	A	IA	N/A	
ADMINISTRATIVE POLICIES				
(a) Is there an administrative policy that follows charter school law?				
(b) Does the school present evidence that there is a full and abiding understanding of the obligations of the administration in providing for the control and supervision of the charter school?				
(c) Is there compelling evidence that the school's leadership is strong?				
(d) Is there compelling evidence that the school has handled organizational challenges effectively and competently?				
(e) Are the mechanisms in place; (e.g. an advisory grievance committee) to respond to, and, where indicated, resolve complaints?				
<i>What Reviewers Will Look For: Evidence that the school is administered in an efficient and effective manner. Evidence that there is clear governance and administrative structures and problems are addressed adequately when they arise.</i>				
<i>Suggested Sources of Evidence: Written evaluations, formal complaints, leadership changes, board turnover, and examples of governance issues & how they are addressed, and the administrative policy manual.</i>				

8.	RATING			COMMENTS
	A	IA	N/A	
FUNDING ALLOCATION				
(a) Is a charter school budget summary in place that designates the funding allocation from the local school board in addition to a summary of the charter school budget?				
(b) Is the school district going to implement indirect costs? If so, what services are provided to the charter school for this indirect fee?				
(c) Will the charter school be eligible for the additional local revenue over the 4-mills required in the foundation program?				
(d) Has the charter school met the requirement to achieve a positive or zero ending fund balance?				
<i>What Reviewers Will Look For: Evidence of an understanding of the financial management and reporting requirements associated with operating a school per the charter school budget summary.</i>				
<i>Suggested Sources of Evidence: A clear concise narrative statement providing sufficient evidence that the school has competently & effectively managed its finances. Evidence of an approved budget procedure for amending the budget, and procedures for amending budget minutes of meetings where the budget is adopted or amended.</i>				

9.	RATING			COMMENTS
	A	IA	N/A	
FISCAL SOLVENCY				
(a) Has the charter school, over the course of the initial charter, implemented a well-conceived financial plan to ensure the fiscal solvency of the charter school?				
(b) Do the audit reports to date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operation?				
(c) Has the school achieved efficiencies in its operation?				
<i>What Reviewers Will Look For: Evidence of sound fiscal management and fiscal viability of the charter school as confirmed by a balanced budget.</i>				
<i>Suggested Sources of Evidence: Financial audits & financial statements.</i>				

10.	RATING			COMMENTS
FACILITY PLANS	A	IA	N/A	
(a) Does the school present a clear and detailed plan for maintaining the present site or, if indicated, acquiring a suitable and adequate education facility?				
<i>What Reviewers Will Look For: Evidence of how the charter school is in compliance with and is meeting their detailed facility plan.</i>				
<i>Suggested Sources of Evidence: A drawn schematic of the physical plant.</i>				

11.	RATING			COMMENTS
TEACHER TO STUDENT RATIO	A	IA	N/A	
(a) Is there a plan which adequately addresses teacher to student ratio?				
(b) Is the plan reasonably based on projected enrollment figures?				
<i>What Reviewers Will Look For: Evidence that the school has a workable plan that addresses teacher to student ratio including projected enrollment figures.</i>				
<i>Suggested Sources of Evidence: Minutes of board meeting where staffing ratio was approved and evidence of deployment for determining enrollment projections.</i>				

12.	RATING			COMMENTS
ENROLLMENT	A	IA	N/A	
(a) Has the student enrollment been stable?				
(b) Has the school's enrollment been at a maximum?				
<i>What Reviewers Will Look For: Evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application.</i>				
<i>Suggested Sources of Evidence: A written statement that is a reflective self-appraisal of strengths & weaknesses of the school's charter with credible & compelling plans for building on success, maintaining or increasing student enrollment & momentum, & making necessary changes for improvement of the school.</i>				

13.	RATING			COMMENTS
	A	IA	N/A	
TEACHING METHOD/CURRICULUM				
(a) Does the school have a plan that addresses explicit teaching methods that will benefit an age group, grade level, or specific type of student?				
(b) Does the school have a systematic plan in place to monitor curriculum implementation and curriculum quality?				
(c) Has the school undertaken curriculum review and revision?				
(d) Is there evidence to support effective intervention with students who are "at risk?"				
(e) Is the school addressing the needs of students with educational disabilities?				
(f) Where applicable, does the school address the needs of students with limited English proficiency?				
<i>What Reviewers Will Look For: Evidence that the school utilizes various teaching methods that would benefit specific age groups, grade levels, or explicit types of students. Evidence that the charter school has a written systematic plan to monitor curriculum implementation and quality including curriculum review and revision. Evidence that the school is attracting and accommodating at-risk students and special education students and meeting their needs. Evidence that the school is complying with federal and state laws and regulations regarding these populations.</i>				
<i>Suggested Sources of Evidence: Check written plans on monitoring curriculum implementation, check that laws regarding special needs students are being adhered to. Evidence of an adopted curriculum course of study, regular monitoring and updating of curriculum course of study.</i>				

14.	RATING			COMMENTS
	A	IA	N/A	
COLLECTIVE BARGAINING				
(a) Where applicable, does a collective bargaining contract exist that alludes to contract exemptions that are agreed to by both the school district and bargaining unit?				
(b) If no contract exemptions are agreed to, are the employees of the charter school subject to all provisions of the collective bargaining agreements enforced in the school district?				
<i>What Reviewers Will Look For: Evidence that a written collective bargaining contract exists, if applicable regarding contract exemptions. In the event of no contract exemptions, evidence that the employees of the charter school are subject to all provisions of the school district's collective bargaining agreements.</i>				
<i>Suggested Sources of Evidence: Written collective bargaining unit contract, and board approval of exemptions from the collective bargaining agreement.</i>				

15.	RATING			COMMENTS
	A	IA	N/A	
CONTRACT TERMINATION				
(a) Is there a charter school contract termination clause currently in effect?				
<i>What Reviewers Will Look For: Evidence that a written charter school contract termination clause is present.</i>				
<i>Suggested Sources of Evidence: Check for written charter school termination clause.</i>				

ALASKA STATUTES

Article 2. Charter Schools

250. Establishment of charter schools

255. Organization and operation of a charter school

260. Funding for charter school

265. Admission

270. Teacher or employee transfers, evaluations, and negotiated agreements.

275. Contracts; duration

280. Regulations

290. Definitions

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255 (c).

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130 (c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

(b) A charter school shall

- (1) keep financial records of the charter school;
- (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
- (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
- (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;

- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
- (14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

Sec. 14.03.263. Charter school grant program. [Repealed, Sec. 1 ch 100 SLA 2003].

Repealed or Renumbered

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

- (1) students within an age group or grade level;
- (2) students who will benefit from a particular teaching method or curriculum; or
- (3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290

- (1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;
- (2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;
- (3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;
- (4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;
- (5) *[Repealed, Sec. 102 ch 21 SLA 2000]*.
- (6) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

ALASKA ADMINISTRATIVE CODE

TITLE 4 EDUCATION & EARLY DEVELOPMENT JULY 2002 SUPPLEMENT INCLUDING REGISTERS 153 THROUGH 162

4 AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250 (b). 4 AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250 (b). The procedure must be in writing and must be available upon request at the local school board's central office. The local school board shall include each document necessary to conduct a thorough review of the charter school, including

- (1) a copy of the charter;
- (2) a list of the members of the academic policy committee and their qualifications;
- (3) the length of term of the charter;
- (4) the charter school's bylaws;
- (5) education programs to be offered at the charter school, including promotion and graduation requirements;
- (6) a written instructional program that addresses academic standards, including the statewide student assessment system under 4 AAC 06.710 - 4 AAC 06.790;
- (7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;
- (8) plans for serving special education, vocational education, gifted, and bilingual students;
- (9) written admissions procedures;
- (10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (11) a written administrative policy manual;
- (12) a written budget summary and financial plan;
- (13) a written plan for the charter school's facility;

(14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;

(15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(16) any written collective bargaining contract with teachers or employees;

(17) the written termination clause that must appear in the contract between the charter school and the local school board; and

(18) proof of compliance with applicable law.

(b) Repealed 3/31/2002.

(c) Repealed 3/31/2002.

(d) Repealed 3/31/2002.

(e) Repealed 3/31/2002.

(f) Repealed 3/31/2002.

(g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.

(i) The State Board of Education and Early Development will approve an application for a charter school if the

(1) local school board has approved the application; and

(2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including AS 14.03.250 - 14.03.290 and this section.

(j) Repealed 3/31/2002.

(k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.

(l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070 .

(m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.

(n) Repealed 8/6/2004.

(o) In this section,

(1) "charter school" has the meaning given that term in AS 14.03.290 ;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given that term in AS 14.03.290 .

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: AS 14.03.250

AS 14.03.280

AS 14.07.020

AS 14.07.060

Editor's note: The address for mailing the application and decision described in 4 AAC 33.110(g) is Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, P.O Box 110500, Juneau, Alaska 99811-0500.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125 (b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Article 2. CHARTER SCHOOLS

Section

- 250. Establishment of charter schools.
- 255. Organization and operation of a charter school.
- 260. Funding for charter school.
- 263. Charter school grant program. [Repealed, 1 ch 100 SLA 2003.]
- 265. Admission.
- 270. Teacher or employee transfers, evaluations, and negotiated agreements.
- 275. Contracts; duration.
- 280. Regulations.
- 290. Definitions.

Administrative Code. - For regulation relating to charter schools, see 4 AAC 3.110.

Sec. 14.03.250. Establishment of charter schools.

(a) A charter school may be established as provided under AS 14.03.250 - 14.03.290 upon the approval of the local school board and the state Board of Education and Early Development of an application for a charter school. The state Board of Education and Early Development may not approve more than 60 charter schools to operate in the state at any one time.

(b) A local school board shall prescribe an application procedure for the establishment of a charter school in that school district. ~~The application procedure must include provisions for an academic policy committee consisting of parents of students attending the school, teachers, and school employees and a proposed form for a contract between a charter school and the local school board, setting out the contract elements required under AS 14.03.255(c).~~

(c) A local school board shall forward to the state Board of Education and Early Development applications for a charter school that have been approved or denied by the local board.

((1 ch 77 SLA 1995; am 1 ch 70 SLA 2001))

Revisor's notes. Enacted as 1, ch. 77, SLA 1995 and codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in subsection (a), and "AS 14.03.255(c)" was substituted for "sec 2(c) of this Act" in subsection (c).

In 2000, "state Board of Education and Early Development" was substituted for "state Board of Education" in accordance with sec. 104, ch. 21, SLA 2000.

Administrative Code. - For special schools, see 4 AAC 33, art. 1.

Sec. 14.03.255. Organization and operation of a charter school.

(a) A charter school operates as a school in the local school district except that the charter school (1) is exempt from the local school district's textbook, program, curriculum, and scheduling requirements; (2) is exempt from AS 14.14.130(c); the principal of the charter school shall be selected by the academic policy committee and shall select, appoint, or otherwise supervise employees of the charter school; and (3) operates under the charter school's annual program budget as set out in the contract between the local school board and the charter school under (c) of this section. A local school board may exempt a charter school from other local school district requirements if the exemption is set out in the contract. A charter school is subject to secondary school competency testing as provided in AS 14.03.075 and other competency tests required by the department.

- (b) A charter school shall
- (1) keep financial records of the charter school;
 - (2) oversee the operation of the charter school to ensure that the terms of the contract required by (c) of this section are being met;
 - (3) meet regularly with parents and with teachers of the charter school to review, evaluate, and improve operations of the charter school; and
 - (4) meet with the academic policy committee at least once each year to monitor progress in achieving the committee's policies and goals.

(c) A charter school shall operate under a contract between the charter school and the local school board. A contract must contain the following provisions:

- (1) a description of the educational program;
- (2) specific levels of achievement for the education program;
- (3) admission policies and procedures;
- (4) administrative policies;
- (5) a statement of the charter school's funding allocation from the local school board and costs assignable to the charter school program budget;
- (6) the method by which the charter school will account for receipts and expenditures;
- (7) the location and description of the facility;
- (8) the name of the teacher, or teachers, who, by agreement between the charter school and the teacher, will teach in the charter school;
- (9) the teacher-to-student ratio;
- (10) the number of students served;
- (11) the term of the contract, not to exceed a term of 10 years;
- (12) a termination clause providing that the contract may be terminated by the local school board for the failure of the charter school to meet educational achievement goals or fiscal management standards, or for other good cause;
- (13) a statement that the charter school will comply with all state and federal requirements for receipt and use of public money;
- (14) other requirements or exemptions agreed upon by the charter school and the local school board.

(d) A charter school may be operated in an existing school district facility or in a facility within the school district that is not currently being used as a public school, if the chief school administrator determines the facility meets requirements for health and safety applicable to public buildings or other public schools in the district.

((2 ch 77 SLA 1995; am 2 - 4 ch 70 SLA 2001))

Revisor's notes. Enacted as 2, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.260. Funding for charter school.

(a) A local school board shall provide an approved charter school with an annual program budget. The budget shall be not less than the amount generated by the students enrolled in the charter school less administrative costs retained by the local school district, determined by applying the indirect cost rate approved by the Department of Education and Early Development. The "amount generated by students enrolled in the charter school" is to be determined in the same manner as it would be for a student enrolled in another public school in that school district.

(b) The program budget of a charter school is to be used for operating expenses of the educational program of the charter school, including purchasing textbooks, classroom materials, and instructional aids.

(c) The charter school shall provide the financial and accounting information requested by the local school board or the Department of Education and Early Development and shall cooperate with the local school district or the department in complying with the requirements of AS 14.17.910.

(d) The expenses of housing nonresident students who attend the charter school, including room, board, and other reasonable housing expenses, may not be paid for with state money but may be paid for with funds contributed by sources other than the state.

((3 ch 77 SLA 1995; am 1 ch 113 SLA 1997; am 11 ch 83 SLA 1998))

Revisor's notes. Enacted as 3, ch. 77, SLA 1995. Codified in 1995.

In 1999, "Department of Education" was changed to "Department of Education and Early Development" in (a) and (c) of this section in accordance with 89, ch. 58, SLA 1999.

Cross references. For provisions relating to funding of charter schools having small student population counts, with average student memberships of not more than 150 students, see AS 14.17.450(c), (d), and (f).

Sec. 14.03.263. Charter school grant program. [Repealed, 1 ch 100 SLA 2003.]

Sec. 14.03.265. Admission.

(a) The program of a charter school may be designed to serve

(1) students within an age group or grade level;

(2) students who will benefit from a particular teaching method or curriculum; or

(3) nonresident students, including providing domiciliary services for students who need those services, if approved by the board.

(b) A charter school shall enroll all eligible students who submit a timely application, unless the number of those applications exceeds the capacity of the program, class, grade level, or building. In the event of an excess of those applications, the charter school and the local school board shall attempt to accommodate all of those applicants by considering providing additional classroom space and assigning additional teachers from the district to the charter school. If it is not possible to accommodate all eligible students who submit a timely application, students shall be accepted by random drawing. A school board may not require a student to attend a charter school.

(c) In addition to other requirements of law, a charter school shall be nonsectarian.

((4 ch 77 SLA 1995; am 2 ch 113 SLA 1997))

Revisor's notes. Enacted as 4, ch. 77, SLA 1995. Codified in 1995.

Editor's notes. Under 9, ch. 77, SLA 1995, this section would have been repealed July 1, 2005; however, 9, ch. 77, SLA 1995, was itself repealed by 8, ch. 70, SLA 2001, effective July 1, 2001, which had the effect of continuing AS 14.03.265 in effect.

Sec. 14.03.270. Teacher or employee transfers, evaluations, and negotiated agreements.

(a) A teacher or employee may not be assigned to a charter school unless the teacher or employee consents to the assignment.

(b) All provisions of an existing negotiated agreement or collective bargaining agreement applicable to a teacher or employee of a district apply to that teacher or employee if employed at

a charter school in that district, unless the district and the bargaining unit representing the teacher or employee agree to an exemption.

(c) A teacher in a charter school shall be evaluated in an equivalent manner as all other teachers in the district, except that if there is no administrator assigned to the charter school, the local school board, with the agreement of the charter school, shall designate a school district administrator in that district to evaluate a teacher in a charter school.
((5 ch 77 SLA 1995))

Revisor's notes. Enacted as 5, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.275. Contracts; duration.

A contract for a charter school may be for a term of no more than 10 years.
((6 ch 77 SLA 1995; am 6 ch 70 SLA 2001))

Revisor's notes. Enacted as 6, ch. 77, SLA 1995. Codified in 1995.

Sec. 14.03.280. Regulations.

The state Board of Education and Early Development may adopt regulations under AS 44.62 (Administrative Procedure Act) necessary to implement AS 14.03.250 - 14.03.290.
((7 ch 77 SLA 1995))

Revisor's notes. Enacted as 7, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act."

In 2000, "state Board of Education and Early Development" was substituted for "state Board of Education" in accordance with sec. 104, ch. 21, SLA 2000.

Administrative Code. - For special schools, see 4 AAC 33, art. 1.

Sec. 14.03.290. Definitions.

In AS 14.03.250 - 14.03.290,

(1) "academic policy committee" means the group designated to supervise the academic operation of a charter school and to ensure the fulfillment of the mission of a charter school;

(2) "charter school" means a school established under AS 14.03.250 - 14.03.290 that operates within a public school district;

(3) "local school board" means a borough or city school board or a school board of a regional educational attendance area;

(4) "parent" means a biological, adoptive, or foster parent, or an adult who acts as guardian of a child and makes decisions related to the child's safety, education, and welfare;

(5) "teacher" means a person who serves a school district in a teaching, counseling, or administrative capacity and is required to be certificated in order to hold the position.

((8 ch 77 SLA 1995; am 102 ch 21 SLA 2000))

Revisor's notes. Enacted as 8, ch. 77, SLA 1995. Codified in 1995, at which time "AS 14.03.250 - 14.03.290" was substituted for "this Act" in the introductory language and paragraph (2) to reflect the codification, and "school board of a regional educational attendance area" was substituted for "regional school board" in paragraph (3) to correct a manifest error in ch. 77, SLA 1995.

Paragraph (5) was formerly (6); renumbered in 2008 to reflect the repeal of former paragraph (5).

Administrative Code. - For correspondence study programs, see 4 AAC 33, art. 4.

AAC 33.110. Charter schools

(a) A local school board shall prescribe the application procedure described in AS 14.03.250(b). The procedure must be in writing and must be available upon request at the local school board's central office. **The local school board shall include each document necessary to conduct a thorough review of the charter school, including**

- (1) a copy of the charter;
- (2) a list of the members of the academic policy committee and their qualifications;
- (3) the length of term of the charter;
- (4) the charter school's bylaws;
- (5) education programs to be offered at the charter school, including promotion and graduation requirements;
- (6) a written instructional program that addresses academic standards, including the statewide student assessment system under 4 AAC 06.710 - 4 AAC 06.790;
- (7) written objectives for program achievement, including assessment, staff development activities, and a school schedule and calendar;
- (8) plans for serving special education, vocational education, gifted, and bilingual students;
- (9) written admissions procedures;
- (10) if the charter school is the only school in the community, an alternative option for students not wishing to attend the charter school;
- (11) a written administrative policy manual;
- (12) a written budget summary and financial plan;
- (13) a written plan for the charter school's facility;
- (14) a written plan that addresses the teacher-to-student ratio, including projected enrollment figures;
- (15) a written student recruitment process, including a lottery or random drawing mechanism for enrollment if applicants exceed the school's capacity;

(16) any written collective bargaining contract with teachers or employees;

(17) the written termination clause that must appear in the contract between the charter school and the local school board; and

(18) proof of compliance with applicable law.

(b) Repealed 3/31/2002.

(c) Repealed 3/31/2002.

(d) Repealed 3/31/2002.

(e) Repealed 3/31/2002.

(f) Repealed 3/31/2002.

(g) No later than 20 working days after a local school board's decision to approve or deny an application for a charter school, the local school board shall mail to the commissioner the application and the decision, including the supporting documents required by (a) of this section, and the minutes of the local school board meeting at which the charter school was approved or denied. The State Board of Education and Early Development will not approve an application that contains insufficient information to determine compliance with applicable law.

(h) The State Board of Education and Early Development will review applications for charter schools in the order that they are received under (g) of this section.

(i) The State Board of Education and Early Development will approve an application for a charter school if the

(1) local school board has approved the application; and

(2) application and other information available to the State Board of Education and Early Development demonstrate, to the satisfaction of the State Board of Education and Early Development, that the local school board and the charter school have complied with, and will continue to comply with, state and federal law, including AS 14.03.250 - 14.03.290 and this section.

(j) Repealed 3/31/2002.

(k) A decision of the State Board of Education and Early Development under (i) of this section is a final agency action for purposes of an appeal to the superior court.

(l) The department may audit the charter school's program during the charter period, and may take any action necessary to ensure compliance with federal and state law, including the withholding of money under AS 14.07.070.

(m) Complaints involving the operation of a charter school shall be initially referred to the local school board for investigation. The local school board shall provide any relevant document concerning the complaint to the commissioner upon request.

(n) Repealed 8/6/2004.

(o) In this section,

(1) "charter school" has the meaning given that term in AS 14.03.290;

(2) "commissioner" means the commissioner of education and early development;

(3) "department" means the Department of Education and Early Development;

(4) "local school board" has the meaning given that term in AS 14.03.290.

History: Eff. 4/27/96, Register 138; am 3/31/2002, Register 161; am 7/26/2002, Register 163; am 8/6/2004, Register 171

Authority: AS 14.03.250

AS 14.03.280

AS 14.07.020

AS 14.07.060

Editor's note: The address for mailing the application and decision described in 4 AAC 33.110(g) is Commissioner, Department of Education and Early Development, 801 West Tenth Street, Suite 200, Juneau, Alaska 99801-1894.

As of Register 151 (October 1999), the regulations attorney made technical revisions under AS 44.62.125(b)(6) to reflect the name change of the Department of Education to the Department of Education and Early Development made by ch. 58, SLA 1999, and the corresponding title change of the commissioner of education.

Charter School Reapplication

Is your charter about to expire? If your answer to this question is yes, then please read carefully. Your charter needs to be reapplied for BEFORE it expires. This means you need to go through the reapplication process both locally and on the state level before your charter expires.

There are several steps that need to be taken to complete the reapplication process. First, you must obtain approval from your local school board. This process is identical to the initial application process (see 'Thinking of Becoming a Charter School'). It was the decision of the State Board of Education & Early Development that this process is not a renewal but a reapplication process, meaning you are not renewing your school's charter, but you are reapplying for a new charter. Obtain approval from local school board with the contract/negotiated agreement that is required by your district. (This may or may not be the same application required by the state.)

Once you have obtained local approval, the completed information as listed in the EED Charter Schools Application must be submitted to the Department of Education & Early Development within 20 working days. The application will be reviewed by a technical review committee, forwarded to the commissioner's office and then a recommendation is made to the State Board of Education & Early Development.

Important factors to keep in mind when going through the reapplication process:

- ◆ Present your application to the local school board for approval (via a simple majority vote).
- ◆ Then use the "Charter Schools Application" as a guide to submit your reapplication packet to the Department. The application may be filled out or used as a guide but all headings must be addressed.
- ◆ The critical point is to complete the entire process before your charter expires. This means you have to plan accordingly.
- ◆ Plan for enough time for the reapplication to be reviewed by the local school board, the technical review committee and commissioner and put on the State Board of Education & Early Development docket.
- ◆ Please review the Charter Schools Application.
- ◆ The Rating Template is used during the review process of the application by the review committee. It is posted on the web for your information only.

Timeline:

(a) Anytime during the process of planning the application, technical assistance is available from the charter school program office at the Department of Education & Early Development.

(b) After local school board approval of contract/negotiated agreement with the district, an existing charter school must send the state's application (including required documents with original signatures where necessary) and the approved school board minutes to the department within 20 working days. This is required by AS 14.03.250(c) and 4 AAC 33.110(g).

(c) Mail to: Alaska Department of Education & Early Development, Attn: Charter School Program Manager, 801 W. 10th Street, Suite 200, P.O. Box 110500, Juneau, Alaska 99811-0500.

(d) The completed application must be in the hands of the charter school program manager no later than 90 days before the next regular scheduled meeting of the State Board of Education & Early Development. See schedule at: http://www.eed.state.ak.us/State_Board/

If you have any questions please feel free to contact:

Paul Prussing at (907) 465-8689, e-mail paul.prussing@alaska.gov

FISCAL NOTE

STATE OF ALASKA
2010 LEGISLATIVE SESSION

Fiscal Note Number: _____
Bill Version: HB 393
() Publish Date: _____

Identifier (file name): HB393-EED-ESS-3-09-10 Dept. Affected: Education and Early Development
Title: "An Act relating to charter school approval and funding" RDU: Education Support Services
Sponsor: Representative Keller Component: School Finance & Facilities
Requester: House Education Committee Component Number: 2737

Expenditures/Revenues (Thousands of Dollars)

Note: Amounts do not include inflation unless otherwise noted below.

	Appropriation Required	Information						
		FY 2011	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
OPERATING EXPENDITURES								
Personal Services	300.0		150.0	154.5	159.1	163.9	168.8	
Travel								
Contractual								
Supplies								
Equipment								
Land & Structures								
Grants & Claims								
Miscellaneous								
TOTAL OPERATING	300.0	0.0	150.0	154.5	159.1	163.9	168.8	
CAPITAL EXPENDITURES	1.0		1.0	1.0	1.0	1.0		
CHANGE IN REVENUES ()								

FUND SOURCE		(Thousands of Dollars)					
1002 Federal Receipts							
1003 GF Match							
1004 GF	301.0		151.0	155.5	160.1	164.9	168.8
1005 GF/Program Receipts							
1037 GF/Mental Health							
Other Interagency Receipts							
TOTAL	301.0	0.0	151.0	155.5	160.1	164.9	168.8

Estimate of any current year (FY2010) cost: _____

POSITIONS

Full-time	1.0		1.0	1.0	1.0	1.0	1.0
Part-time	0.5		0.5	0.5	0.5	0.5	0.5
Temporary							

ANALYSIS: *(Attach a separate page if necessary)*

Sec. 1, removes limit on number of charter schools that can operate in the state. As there are only 25 operating charter schools in the state currently, there is no anticipated fiscal impact resulting from this provision.

Sec. 2, Establishes charter school construction program based on charter school enrollment. Establishing regulations will require an estimated \$150,000. Management of the program will require 1.5 FTE, one full-time grant administrator (Range 17), and a half-time administrative assistant (Range 14), to assist with the required reporting paperwork. The personnel costs are escalated at 3% per year to approximate cost of living increases. While it is difficult to say how much state funding might be required, the department has estimated that the program will impact 40% of the Charter schools in each year of the program. The bill requires the legislature to appropriate at least a dollar for each pupil enrolled in the charter school receiving funding which amounts to approximately \$1,000 per year.

Sec. 3, Sunsets the charter school construction grant program on July 1, 2015, however, the department's financial reporting and project oversight obligations will continue beyond sunset of the program.

Prepared by: Sam Kito III, P. E., School Facilities Engineer Phone (907) 465-6906
Division: School Finance/Facilities Section Date/Time 3.9.2010
Approved by: Larry LeDoux, Commissioner Date 3/9/2010

From: Kern, Dean [Dean.Kern@ed.gov]

To: barbara.gerard@matsuk12.us

Subject: Charter Facilities Programs

Hi Barbara,

It was great talking with you today. Information about the State Charter School Facilities Incentive grant program can be found at <http://www2.ed.gov/programs/statecharter/index.html>. As you are aware, States that have enacted a state law authorizing per-pupil facilities aid for charter schools may apply. The program provides grants to eligible states to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing.

Priority is given to states that meet the criteria in section 5202(e) which include states that provide for a periodic review and evaluation by the authorized public chartering agency, at least once every 5 years and do all of the following: demonstrate progress in increasing the number of high-quality charter schools; provide for an authorized public chartering agency that is not a local educational agency or, if local educational agencies are the only authorized public chartering agencies, allow for an appeals process; and ensure that charter schools have a high degree of autonomy over the charter school's budget and expenditures.

This program is a five-year program and conducted a competition during FY09 for a new five-year cohort. The next competition is not scheduled until FY13.

State and local officials have the responsibility for determining per pupil funding and facilities funding formulas and the administration of these programs. We strongly encourage all states to provide equitable facilities funding and participation for all students attending public schools, including public charter schools, for purposes of construction, modernization, renovation, or repair of public schools.

Please feel free to contact me if you have questions or need further assistance.

Dean Kern
Director, Office of Charter Schools Program
Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Ave., SW
LBJ-4W231
Washington, D.C. 20202

[Print](#)[Close Window](#)

Funding Status

2009

Appropriation: \$216,031,000

Number of New Awards Anticipated: 6-10 for SEAs; 20-25 for non-SEAs

Average New Award: \$5,000,000 for SEAs; \$150,000 for non-SEAs

Range of New Awards: \$500,000-\$10,000,000 for SEAs; \$10,000-\$150,000 for non-SEAs

Number of Continuation Awards: 41

Average Continuation Award: \$5,410,000 for SEAs; \$137,342 for non-SEAs

2008

Appropriation: \$190,000,000

Number of New Awards Anticipated: 10-12 for SEAs; 20-25 for non-SEAs

Average New Award: \$5,000,000 for SEAs; \$150,000 for non-SEAs

Range of New Awards: \$500,000-\$20,000,000 for SEAs; \$10,000-\$150,000 for non-SEAs

Number of Continuation Awards: 41

Average Continuation Award: \$5,410,000 for SEAs; \$137,342 for non-SEAs

2007

Appropriation: \$200,000,000

Number of New Awards Anticipated: 10-12 for SEAs; 20-25 for non-SEAs

Average New Award: \$5,000,000 for SEAs; \$150,000 for non-SEAs

Range of New Awards: \$500,000-\$20,000,000 for SEAs; \$10,000-\$150,000 for non-SEAs

Number of Continuation Awards: 54

Average Continuation Award: \$5,410,000 for SEAs; \$137,342 for non-SEAs

2006

Appropriation: \$214,782,480

2005

Appropriation: \$216,952,384

2004

Appropriation: \$218,702,000

2003

Appropriation: \$198,700,000

2002

Appropriation: \$200,000,000

2001

Appropriation: \$190,000,000

2000

Appropriation: \$145,000,000

Note: The Department is not bound by any estimates in this Guide.

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department of education interpretation and actual implementation have all been factored into the rankings. The total amount of points a state could
 veness of their law and the number of schools currently operating. Produced and published by The Center for Education Reform, December 2009.



Purpose

CFDA Number: 84.282D
Program Type: Discretionary/Competitive Grants
Also Known As: Per-Pupil Facilities Aid Program

PROGRAM DESCRIPTION

This program provides grants to eligible states to help them establish or enhance, and administer, per-pupil facilities aid programs for charter schools. States eligible for these grants are those with per-pupil aid programs to assist charter schools with their school facility costs. Federal funds are used to match programs funded with nonfederal dollars that make payments, on a per-pupil basis, to provide charter schools with facilities financing. States pay an increasing share of the cost of the program.

ADDITIONAL INFORMATION

The purpose of the State Charter School Facilities Incentive Grants program is to assist charter schools with school facility costs by providing Federal funds to states to establish or enhance and administer per-pupil facilities aid programs. The program is intended to encourage states to develop and expand per-pupil facilities aid programs and to share in the costs associated with charter schools facilities funding. The program was created under section 5205 (b) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001.

Charter Schools often have a difficult time financing charter school facilities. A 2000 National Study of Charter Schools found that inadequate facilities are one of the major obstacles to implementation. Charter schools, unlike traditional public schools, do not typically receive facilities funding and generally cannot raise funds through taxes. Furthermore, charter schools have difficulty securing funding because they are considered risky by conventional lenders.

Some states have established per-pupil facilities aid programs that provide charter schools with facilities funding based on a per-pupil basis. These programs have the potential to help eliminate the facility problems charter schools typically face.

Under the State Charter School Facilities Incentive Grants program, the Department can award competitive grants of up to 5-years to states. States can use these funds to establish or enhance and administer per-pupil facilities aid programs for charter schools.

The term "per-pupil facilities aid program" refers to a program in which a state makes payments, on a formula basis that takes into account the number of pupils, to charter schools to provide the schools with financing that must include, or be dedicated solely for, the funding of facilities. For a state to be eligible to receive a grant, the state's program must be specified in state law and provide annual funding on a per-pupil basis for charter school facilities.

The maximum Federal share of funds decreases each year (from 90 percent in the first year to 20 percent in year 5) and phases out entirely after 5 years. The state may reserve up to 5 percent of its grant to carry out evaluations, to provide technical assistance, and to disseminate information.

Priority is given to states that meet the criteria in section 5202(e) which include states that provide for a periodic review and evaluation by the authorized public chartering agency, at least once every 5 years and do all of the following: demonstrate progress in increasing the number of high-quality charter schools; provide for an authorized public chartering agency that is not a local educational agency or, if local educational agencies are the only authorized public chartering agencies, allow for an appeals process; and ensure that charter schools have a high

ED PROGRAMS

Search or print all Department programs.


MORE RESOURCES

Summaries of State Charter School Facility Laws

degree of autonomy over the charter school's budget and expenditures.

Funding for this program is made available when the total appropriation for the Public Charter Schools program exceeds \$200,000,000. When the program receives more than \$200,000,000 but less than \$300,000,000, all funds over \$200,000,000 support the per-pupil facilities financing program. Of funds appropriated in excess of \$300 million, 50 percent must be used for the State Charter School Facilities Incentive Grants program and 50 percent for other authorized activities.

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Last Modified: 01/22/2010



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Purpose

CFDA Number: 84.282
Program Type: Discretionary/Competitive Grants
Also Known As: Charter Schools, Public Charter Schools Program, CSP

ED PROGRAMS

Search or print all Department programs.

MORE RESOURCES

Join Our Listserv

A Commitment to Quality National Charter School Policy Forum Report
 PDF (1.28MB)

PROGRAM DESCRIPTION

This program provides financial assistance for the planning, program design, and initial implementation of charter schools, and the dissemination of information on charter schools. Grants are available, on a competitive basis, to SEAs in states that have charter school laws; SEAs in turn make subgrants to developers of charter schools who have applied for a charter. If an eligible SEA elects not to participate or if its application for funding is not approved, the Department can make grants directly to charter school developers.

TYPES OF PROJECTS

An eligible applicant that receives a grant or subgrant may use the funds only for post-award planning and design of the education program of a charter school. It may carry out such activities as the refinement of the desired education results, the refinement of the methods for measuring progress toward achieving those results, and the initial implementation of the charter school. Implementation may include informing the community about the charter school and acquiring necessary equipment, materials, and supplies. Other eligible operational costs that cannot be met by state and local sources also may be covered. A state may reserve up to 10 percent of its allocation to support eligible charter schools for dissemination activities.

ADDITIONAL INFORMATION

The Public Charter Schools Program supports the planning, development, and initial implementation of charter schools. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, charter schools are held accountable for improving student academic achievement. The objective is to replace rules-based governance with performance-based accountability, thereby stimulating the creativity and commitment of teachers, parents, and citizens.

States--and specifically their State educational Agencies (SEAs)-- are eligible to compete for grants if they have a charter school law in place. If an eligible SEA does not participate, charter schools from the State may apply directly to the U.S. Department of Education. Grantees receive up to 3 years of assistance, of which the charter school may use not more than 18 months for planning and program design and not more than 2 years for the initial implementation of a charter school.

In awarding grants, the Department must give preference to States that have multiple chartering agencies (or an appeals process for prospective charter schools that initially fail to be approved by a single agency), that ensure accountability of public charter schools for reaching clear and measurable objectives, and that give public charter schools a high degree of autonomy over their budgets and expenditures.

In addition, States may reserve up to 10 percent of their grant for dissemination sub-grants to spread lessons learned from high-quality charter schools with a demonstrated history of success to other public schools, including other public charter schools, about how to create and sustain high-quality, accountable schools.

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Eligibility

Who May Apply: (by category) State Education Agencies

Who May Apply: (specifically) SEAs in states with a state statute specifically authorizing the establishment of charter schools may apply. After SEAs receive awards, they make competitive grants to charter schools. If an eligible SEA chooses not to compete for PCSP funding, then charter schools in that state may apply directly to the secretary.

(a) State educational agencies (SEAs) in States with a specific State statute authorizing the establishment of charter schools may apply for funding. The Secretary awards grants to SEAs to enable them to conduct charter school programs in their States. SEAs use their PCSP funds to award sub-grants to "eligible applicants," as defined in this notice, for planning, program design, and initial implementation of a charter school; and to support the dissemination of information about, including successful practices in, charter schools. A charter school may apply to an SEA for funds to carry out dissemination activities, whether or not the charter school has applied for or received funds under the PCSP for planning or implementation, if the charter school has been in operation for at least three consecutive years and has demonstrated overall success, including--

1. Substantial progress in improving students achievement;
2. High levels of parent satisfaction; and
3. The management and leadership necessary to overcome initial start-up problems and establish a thriving, financially viable charter school.

(b) Non-SEA eligible applicants may apply for funding directly from the U.S. Department of Education (Department) if the SEA in the State elects not to participate in the PCSP or does not have an application approved under the program. An "eligible applicant" is defined as a developer that has applied to an authorized public chartering authority to operate a charter school and has provided to that authority adequate and timely notice, and a copy of its PCSP application, except that the Secretary or the SEA may waive these requirements in the case of a pre-charter planning grant. If an SEA's application is approved in this competition, applications received from non-SEA eligible applicants in that State will be returned to the applicants. In such a case, the non-SEA eligible applicant should contact the SEA for information related to the State's subgrant competition.

Note: The Department plans to hold separate competitions for non-SEA eligible applicants under CFDA # 84.282B and # 84.282C.

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Awards

Number of New Awards Anticipated

4-6 for SEAs; 50-75 for others.

Average Award

\$3,000,000 for SEAs; \$150,000 for others.

Range of Awards

\$500,000 - \$8,000,000 for SEAs; \$10,000 - \$150,000 for others.

STATES WITH CURRENT APPROVED APPLICATIONS

The following States currently have approved applications under this program:

- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Indiana
- Louisiana
- Massachusetts
- Michigan
- Minnesota
- Missouri
- Nevada
- New Jersey
- New York
- North Carolina
- Ohio
- Oklahoma
- Oregon
- Rhode Island
- Tennessee
- Texas
- Utah
- Wisconsin

Charter schools and charter school planning groups in these states may not apply directly to the U.S. Department of Education for funds, but must apply to the SEA in their state.

EXAMPLES OF FUNDED PROGRAM ABSTRACTS

These abstracts are taken from the grant applications submitted to the U.S. Department of Education in 2002.

State Education Agencies

New Jersey--New Jersey's Charter School Program Act of 1995 became the nation's twentieth charter school law, thereby stimulating development of an important model for innovation in the State's system of public education. As amended in November 2000, the Charter School Program Act has enabled a flourishing charter school movement to take hold in New Jersey by providing a balance of flexibility, autonomy, and accountability. The number of charter schools in the state has grown from 13 in the first cohort to 50 charter schools currently in operation, serving nearly 13,000 students. Six additional charter schools are scheduled to open in September 2002. Forty of these 56 schools, or 71 percent of New Jersey's charter schools are located in the poorest urban districts in the state and provide service to educationally disadvantaged students. Forty-eight percent of all students in charter schools meet the definition of economically disadvantaged (eligible for free lunch). This percentage is equal to the percentage of students who are economically disadvantaged in the districts in which they are located, and is significantly higher than in New Jersey's traditional public schools. Charter schools serve predominantly minority students. Overall, minority students account for 89 percent of the students in the 50 operating schools.

The New Jersey Charter Schools Grant Program seeks to promote high student academic achievement and attainment of New Jersey's Core Curriculum Content Standards through the design and implementation of viable new charter schools, and the dissemination of successful charter school practices and innovations that show promise of effecting broader reforms in our traditional system of public education. The goals of this grant program parallel the state's overall objectives for the charter school initiative.

- To improve student learning and achievement;
- To increase the availability of choice to parents and students when selecting a learning environment;
- To establish a new system of accountability for schools; to make the school the unit for educational improvement;
- To establish new professional opportunities for teachers and school leaders.

Assessing the achievement of the objectives of the charter school grant program is closely aligned with evaluating the success of our charter school initiative as a whole. Specific assessment tools have been developed for both programs: required quarterly program and fiscal reports and on-site monitoring to track achievement of charter school grant program objectives; and a three-phase evaluation procedure consisting of the Annual Report, Program Review, and Renewal Process for tracking the success and viability of operating charter schools.

New Jersey's charter school program has a proven track record of success beginning with the first cohort of schools that commenced operations in the 1997-98 school year. The New Jersey Charter School Grant Program, by supporting the planning and implementation of new charter schools, has significantly contributed to this success. Going forward, the New Jersey Department of Education anticipates improved results based on refinement of programs as we incorporate lessons learned in the first six years of the charter school initiative.

New Jersey Charter School Grant Program awards will be made in two categories: Planning and Implementation Grants targeted to new charter schools; and Dissemination Grants, aimed at assisting "veteran" charter schools in adapting and sharing their successful programs with other schools, and enabling the dissemination of information about the charter school. The New Jersey Department of Education anticipates providing assistance to an estimated 30-35 new charter schools over the next 3 years through the New Jersey Charter Schools Grant Program. Dissemination grants are expected to become an increasingly important component of New Jersey's charter school initiative, and are projected at 6 grants per year over the next 3 years. The Office of Innovative Programs and Schools, Charter School Unit, is dedicated to providing administrative oversight of the charter school grant program to ensure that objectives are achieved in a timely and efficient manner.

Wisconsin--Wisconsin has 101 operating charter schools and anticipates an increase of 40 percent by the year 2005. Wisconsin Charter School growth is the result of a strong and flexible Wisconsin charter school law and the Wisconsin Charter School Program (WCSP) subgrant awards for planning, start up, implementation, and dissemination activities. Our charter schools are exempt from most state regulations. There is no limit on the number of schools to be chartered, the chartering authority and planners are given great flexibility in designing the schools, and our state law has recently expanded chartering authority. No state approval is required. However, an appeal process for denied charters is in place for a portion of our state. Our law works in concert with federal charter school statutes. The WCSP Dissemination grant program that was begun in 1999-2000, has enhanced the growth of and interest in charter schools by sharing best practices and by providing innovative models and ideas for charter school planners and developers.

The Wisconsin Charter School Program is aligned to our state content standards, the state accountability system and our state plan. The New Wisconsin Promise, which promotes early learning opportunities, educator quality, career and technology education, increased parent and community involvement, and building reading skills to close the achievement gap for minorities, children in poverty, and other children at-risk of school failure. The goals of this project are to increase the number of high quality charter schools, increase the availability of and access to resources and expertise for operators, planners and authorizers, and to award planning subgrants to groups establishing strong, innovative charter schools which support state priorities; by awarding implementation subgrants to new charter schools, and by expanding our dissemination program to share best and promising practices.

Local Education Agency

Avondale Learning, located in the suburbs of Maricopa County west of Phoenix, is a college preparatory high school for 150 students of all backgrounds and learning abilities in grades 9-12. It is based on a program the charter holder created and led for three years for a Phoenix-based charter school. Under this program, upper class students successfully attended nearby community colleges and did exceptionally well on the state's writing test Avondale Learning is a Local Educational Agency according to Arizona State law.

Avondale Learning features instruction that is student-centered. Extended lectures and worksheets are discouraged; rather, students do various projects, many of which are interdisciplinary. Required courses include four years each of English and Social Studies and three years each of Math and Science. Also, students take the sequences of career and Life Success, Leadership, and Internship courses. Leadership includes two hours minimum per week of community service, and Internship enables students to practice professional skills in a paid or nonpaid off-campus job. Students also study speech, fine arts, technology, a second language, and College Prep. College Prep improves reading comprehension and vocabulary, reduces the unknown about college life, and prepares students for standardized tests.

The mission of Avondale Learning is to help students prepare for postsecondary education and entry into careers. Our

goals are to have a strong instructional focus for all students; help establish a positive school climate; meet individual student needs; offer ongoing, relevant staff development, vary school assessment, and encourage strong parental involvement. Being accredited by North Central Association is a priority.

Juniors and seniors are encouraged to take one course each semester at nearby community colleges. Advisors and instructors from the colleges will visit our campus to ease the students' way into the college environment. Our school will provide tuition reimbursement and set the calendar to accommodate the colleges' schedule of classes.

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Printed on 11/11/10

Sponsored by: Assemblymember Colver
Adopted: 12/15/09

**MATANUSKA-SUSITNA BOROUGH
RESOLUTION SERIAL NO. 09-123**

A RESOLUTION OF THE MATANUSKA-SUSITNA BOROUGH ASSEMBLY
SUPPORTING CHANGES IN STATE LAW TO ALLOW CHARTER SCHOOLS IN
ALASKA TO APPLY FOR FEDERAL FACILITY GRANTS.

WHEREAS, Alaska has many successful charter schools
excelling in academics; and

WHEREAS, charter schools in Alaska have not been able to
apply for Federal grants to provide for charter school
classrooms and facilities; and

WHEREAS, the limit on the number of charter schools in
Alaska needs to be repealed to be eligible to apply for Federal
grants; and

WHEREAS, the State of Alaska needs to establish a matching
fund with a minimal amount of funding per pupil to be eligible
to apply for Federal charter school facility grants; and


WHEREAS, a matching fund will have a minimal fiscal impact;

WHEREAS, without the charter schools in the Mat-Su School
District, the District would not have adequate space to house
all of the students; and

WHEREAS, the Matanuska Susitna Borough Assembly supports
legislation to change state law to allow Alaskan charter schools
to comply with federal requirements to apply for facility grant.


NOW, THEREFORE, BE IT RESOLVED, the Matanuska-Susitna Borough Assembly respectfully requests of Governor Parnell and the Alaska State Legislature a change in State law allowing charter schools in Alaska to apply for federal facility grants.

ADOPTED by the Matanuska-Susitna Borough Assembly this 15 day of December, 2009.



TALIS J. COLBERG, Borough Mayor

ATTEST:



LONNIE MCKECHNIE, CMC, Borough Clerk

(SEAL)

PASSED UNANIMOUSLY: Woods, Houston, Arvin, Ewing, Bettine, Colver, and Halter.



Academy Charter School Advisory Board

Palmer, Alaska

A Resolution from Academy Charter School's Advisory Board Supporting new Alaska State Charter School Law Sec. 14.03.250. Establishment of charter schools to eliminate caps on the number of charter schools allowed and to include language for a per pupil allotment for facility funding.

WHEREAS, the Academy Charter School Advisory Board invites support of changing Alaska State Law and

WHEREAS, removing language from the state law that limits the number of charter schools allowed in the state.

WHEREAS, charter schools give opportunities outside of traditional public schools for innovative programs to be implemented; and

WHEREAS, charter schools gain momentum and interest to meet the needs of the children of the community; and

WHEREAS, removing caps limiting the number of charter schools will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to limits.

WHEREAS adding per-pupil facility funding for charter schools,

WHEREAS, recognizing charter schools operate using funds allocated for use with students to pay for facilities,

WHEREAS, Charter schools allotted a per pupil facility fund gives economic relief by bringing a great dollar amount to the school allowing for adequate funding for students,

WHEREAS, adding an allotment for per pupil facility funding will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to lack of language.

THEREFORE BE IT RESOLVED that the Advisory Board of Academy Charter School, supports changing Sec. 14.03.250. Establishment of charter schools to remove caps on charter schools and adds state mandated per pupil facility funding.

David Dahms

David Dahms, Advisory Board President

Loretta Nardi 12-2-09

Loretta Nardi, Advisory Board Secretary



Thunderbird Early College Charter School, Inc.

A Resolution from Thunderbird Early College Charter School, Inc, APC Directors, supporting new Alaska State Charter School Law Sec. 14.03.250.

WHEREAS, Thunderbird Early College Charter School, Inc. was organized as a nonprofit entity in 2008, to establish, develop, and oversee a Grade 5-12 public early college charter school in compliance with a five year contract with Matanuska Susitna Borough School District and the State of Alaska, proposing to open for the 2011-2012 School Year;

NOTING THAT, charter schools are nonsectarian public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. The "charter" establishing each such school is a performance contract detailing the school's mission, program, goals, students served, methods of assessment, and ways to measure success;

FURTHER NOTING, charter schools are accountable to their sponsor, usually a state and local school board, to produce positive academic results and adhere to the charter contract ;

FURTHER NOTING, the basic concept of charter schools is that they exercise increased autonomy in return for this accountability and they are accountable for both academic results and fiscal practices to several groups: the sponsor that grants them, the parents who choose them, and the public that funds them;

EXPRESSING APPRECIATION, that charter schools increase new opportunities for learning and quality education for all students; they are established for a variety of reasons and have many benefits; they create choice for parents and students within the public school system; they provide a system of accountability for results in public education; they encourage innovative teaching practices; they create new professional opportunities for teachers and encourage community and parent involvement in public education;

WHEREAS, Thunderbird Early College Charter School, Inc., APC Directors support the changing of Alaska State Law and removing caps limiting the number of charter schools as it will allow the state of Alaska to pursue other avenues for federal funding not previously allowed due to limits;

NOTING WITH REGRET, that charter schools in our state currently operate using funds allocated for use with students to pay for facilities;

APPROVING, that if Charter schools are allotted a per pupil facility fund it provides economic relief by bringing a great dollar amount to the school allowing for adequate funding for students;

FURTHER APPROVING, that by adding an allotment for per pupil facility funding the state of Alaska will be able to pursue other avenues for federal funding not previously allowed due to lack of language;

THEREFORE BE IT RESOLVED that Thunderbird Early College Charter School, Inc. APC Directors,

1. Support the changing Sec. 14.03.250. Establishment of charter schools, by removing language from the state law that limits the number of charter schools allowed in the state and adding language requiring state mandated per pupil facility funding.

electronic signatures on file _____

Anna Wilbur Roys, President

Heather Pelletier, Treasurer



Partnership for Alaska Charter Schools

Dear Education Committee,

I ask for your support of SB 235. Charter schools throughout Alaska offer families a choice in public school education. While charter schools differ from one to the other, from curriculum to immersion in different languages, we all share a common issue: facilities. SB 235 offers solutions to our facility issues because it will provide an avenue for eligibility in federal charter school facility grants. Alaska charter schools are currently eliminated from consideration for federal charter school facility grants due to the current language in the law. The new language in SB 235 that removes the caps and allows a per pupil facility allotment would allow Alaska charter schools to compete nationally for the numerous federal charter school grants.

Generally, charter schools are relegated to leasing their facilities. Often times, our charter schools use their Basic Needs funds allocated by the state for use with students to pay for their leased facilities. When charter schools can start participating in federal facility grants, the money intended for the students can go to the students. The new language of SB 235 removes the road blocks and allows the State of Alaska to pursue other avenues of federal funding to provide facilities to charter schools.

Everyone wins with the new language of SB 235. These changes in the charter school law rates high on federal grading rubrics thereby allowing for higher scores for other School District's projects. So, not only will charter schools benefit, but Alaska's local School Districts will have a higher success in seeking federal grants for traditional public schools. The language of SB 235 also creates a funding stream for new charter schools allowing for eligibility for federal start up grants. Currently, new charter schools do not receive any additional funding to open their doors. SB 235 would meet criteria for \$400,000 of federal grant start up money.

On behalf of the members of Partnership for Alaskan Charter Schools, we support SB 235. It's essential for the growth and success of Alaska's charter schools. It's good for Alaska.

Sincerely,

Loretta Nardi
Partnership for Alaskan Charter Schools (PACS)
President

Jomo Stewart

From: Josh Applebee
Sent: Friday, February 05, 2010 8:28 AM
To: Jomo Stewart
Subject: FW: SB 235, please add to public testimony for Feb. 8th

-----Original Message-----

From: Roger & Contessa Gossett [mailto:messa@gci.net]
Sent: Friday, February 05, 2010 8:33 AM
To: Sen. Kevin Meyer
Subject: Re: SB 235, please add to public testimony for Feb. 8th

Dear Senator Meyer, we am writing you regarding SB 235 that is being considered.

Alaska Charter Schools are currently eliminated from consideration for federal charter school facility grants due to caps on the number of charter schools and no language for per pupil facility funding.

The new language proposed in SB 235 will remove the caps and allow a per pupil facility allotment. With that new language, Alaska charter schools will be able to compete nationally for the numerous federal facility grants that are available to charter schools.

Please consider these proposed changes. This will remove the road bloaks and allow the State of Alaska to pursue other avenues of federal funding.

In addition, this new language will open the door to eligibility in 90/10 splits where the federal government would pay 90 % of the costs for facilities for charter schools.

As parents of a charter school 5th grader, we respectfully request that SB 235 be considered.

Thank you, Roger and Contessa Gossett, Palmer, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:21 AM
To: Jomo Stewart
Subject: FW: SB 235

From: Kim & Brent Taylor [mailto:taylorkb@gcl.net]
Sent: Sunday, February 07, 2010 6:02 PM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Sir,

I am writing this letter to ask for your support of SB 235. As a parent of two charter school children, I can attest to the need for better facilities. I believe investing in successful educational programs benefits us all.

Sincerely,

Brent Taylor

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:23 AM
To: Jomo Stewart
Subject: FW: Senate Bill 235

-----Original Message-----

From: clph28@gci.net [mailto:clph28@gci.net]
Sent: Sunday, February 07, 2010 9:42 PM
To: Sen. Kevin Meyer
Subject: Senate Bill 235

Greetings Senator Meyer,

I am writing to you in support of Senate Bill 235 and beneficial charter school legislation. Currently, starting and running a charter school in Alaska is a very challenging task with the limited funding available from school districts and other government agencies. Charter schools need access to state and federal financial support and start up grants, which will be instrumental in the growth and sustenance of healthy charter school options. Charter schools provide a unique educational format and/or curriculum, allowing students and their families a choice in the scope of their education. The roadblocks for charter school education need to be removed. Our public education system should encourage new models to reach the greatest number of students with quality education that meets student needs as well as public demand.

I urge you to pass this Bill and show the state and the country that we all can benefit from charter schools as a part of our public education system. Without the ability to use the money that is out there for this purpose, charter schools now in existence, are not able to operate to their fullest potentials. In addition, it is much more difficult for new charter schools to begin.

Thank you for your careful consideration of the positive impact this Bill can have.
Sincerely,

Alysia Loughlin-Bushey
Wasilla, Alaska

Please include this letter in the public testimony packet. Thank you.

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 08, 2010 7:25 AM
To: Jomo Stewart
Subject: FW: SB 235
Attachments: image001.gif

From: Ryan and Erin [mailto:eleaders@mtaonline.net]
Sent: Sunday, February 07, 2010 11:12 PM
To: Sen. Kevin Meyer
Subject: SB 235

Senator Meyer,

I would like to request my name be added to the Public Testimony packet in support of SB 235.

Regards,

Erin Leaders
eleaders@mtaonline.net

From: Nancy Hiney [mailto:hineynancy@gmail.com]
Sent: Monday, February 08, 2010 6:38 PM
To: Sen. Kevin Meyer
Subject: Senate Bill 235

Dear Kevin

I apologize for not having researched your position on this bill. I am a teacher who works for Family Partnership and was informed recently about this bill. I believe that the benefits of passing this bill will allow ASD to apply for federal money which will directly benefit those of us who work for homeschooled students. As you may or may not know the face of homeschooled students is vast. It is often the traditional stay at home mom but more often than we would like, it is a child who really likes regular school but because they had a broken leg or the H1N1 virus and missed two months of school can no go to school because they are too far behind and are brought home to catch up for the year. Sometimes bringing these students together for a small class can be a life-saver for them. This is just one example of why being able to access facilities would be helpful for our school.

Thanks.

Nancy Hiney
522-2838

Jomo Stewart

From: Josh Applebee
Sent: Thursday, February 04, 2010 12:54 PM
To: Jomo Stewart
Subject: FW: In support of SB 235

From: Monica G. [mailto:wisdomak@hotmail.com]
Sent: Thursday, February 04, 2010 12:54 PM
To: Sen. Joe Thomas; Sen. Kevin Meyer
Subject: In support of SB 235

Dear Sirs:

My name is Monica Gilpin of Wasilla and I am in support of SB235. Charter schools are critical in providing exceptional educational opportunities to the public at large. Thank you for considering my testimony.

Hotmail: Powerful Free email with security by Microsoft. [Get it now.](#)

Jomo Stewart

From: rustyandliz@gci.net on behalf of rustyandliz [rustyandliz@gci.net]
Sent: Wednesday, February 03, 2010 12:35 AM
To: Jomo Stewart
Subject: Expediting SB 235

Dear Senators and Representatives,

I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval.

Please put this attached letter in the file as public testimony.

Sincerely,

Elizabeth D. Thatcher

Dear Senators and Representatives,

February 3, 2010

I am the Father of two charter school students. Charter Schools provide an important parent choice option in public school education! The education my children are receiving is very impressive. After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Russell R. Thatcher

Russell R. Thatcher
1950 N. Spruce Dr.
Wasilla, Alaska 99654

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 2:29 PM
To: Jomo Stewart
Subject: FW: SB 235
Attachments: image001.jpg; image002.gif

From: Heather R.S. Oberholtzer [mailto:heather@crystalcreeklodge.com]
Sent: Tuesday, February 02, 2010 1:33 PM
To: Sen. Kevin Meyer
Subject: SB 235

Hello Senator Meyer,

I am writing to you today to state my support for SB 235. Currently, charter schools in Alaska use their Basic Needs funds allocated by the state for use with students to pay for leased facilities. When charter schools start participating in federal facility grants, the money intended for the students can go to the students.

Federal Facility grants were created for this reason.

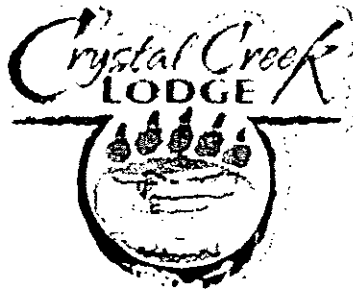
Please take my voice into consideration when you vote.
Thank you.


Heather Oberholtzer
Palmer, Alaska

Sincerely,

Heather R. S. Oberholtzer
Guest Relations Manager
907.357.3153

Please save my new email address to your Address Book and Spam filter
heather@crystalcreeklodge.com



 If you are actively reducing your environmental footprint, we are happy to send all invoices receipts brochures and trip information electronically

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 12:45 PM
To: Jomo Stewart
Subject: FW: Please support SB 235

-----Original Message-----

From: Lisa Leeper [mailto:lleeper@nomeschools.com]
Sent: Tuesday, February 02, 2010 11:33 AM
To: Sen. Kevin Meyer
Subject: Please support SB 235

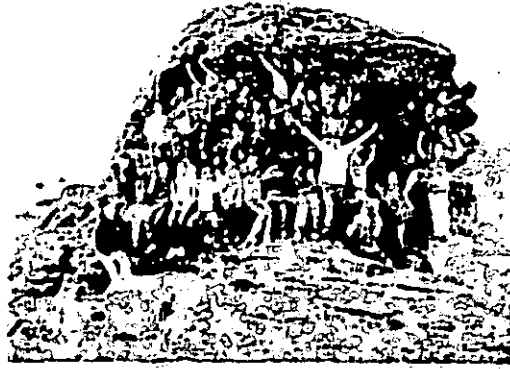
Dear Senator Meyer,

I am a teacher at Anvil City Science Academy. Our school is over ten years old and is offering a unique program for 5th through 8th grade students. The program is project based learning with an emphasis in math and science. It is proven that we have helped most students increase their scores in all areas on the Standards Based Assessments.

Our school is housed in facility that needs major upgrades. We've been provided spare space, but we have a vision of building our own school to better fit our basic needs. We do not have the funds to build or relocate, but federal assistance could change this.

Please support SB235 so that we may be eligible to access federal grants for charter schools. In addition, having new charter schools throughout the state is good for kids. More options means more kids will succeed in school.

Thank you for considering my request and for your dedicated service, Lisa Leeper Teacher,
Anvil City Science Academy



Anvil City Science Academy

Nome, Alaska

Senator Meyer,

On behalf of the Anvil City Science Academy's Academic Policy Committee, I would like to express our thanks for your support for SB 57 during the last legislative session. At this time, we would request your support for the passage of SB 235. Currently, charter schools all over Alaska are using a substantial portion of their funding from the student based allocation to pay for the facilities they use, since they are unable to compete for federal grants due to the cap on the number of charter schools that can operate in Alaska. SB 235 would eliminate this restriction, allowing charter schools to compete for the grants, thus getting more dollars into the classroom.

The Charter School Act has allowed parents, community members, and teachers to take the lead in developing unique educational programs and to be involved in the decision making for school policies. The result of which is a flexible education process, which provides for the needs of students and parents alike. Charter schools can create a distinctive school culture in which everyone takes ownership in the program.

Anvil City Science Academy was created twelve years ago by parents, teachers, and community members interested in a family oriented school characterized by high academic standards and a well-rounded curriculum, with an emphasis in science and math. In that time, ACSA has been able to meet the needs of its fifth through eighth grade students who come to the program with a wide variety of backgrounds, learning styles, experiences, and needs.

ACSA is currently housed in a building, which is over forty years old. The building has a roof that leaks and has past issues with Radon. If we chose to remodel, asbestos abatement could be an issue. Passage of SB 235 would allow our APC to pursue federal dollars to help finance the construction of a safe, new, permanent facility, a benefit to the students and families we serve.

In a small community such as Nome, a program such as ACSA is valuable resource to the city by providing an alternative education program. A safe, new, permanent facility would be a guarantee that our dedicated staff and parent volunteers would be able to continue serving the community of Nome for years to come.

Thank you for you time and consideration on this matter,

Todd Hindman, Lead Teacher
Anvil City Science Academy
Nome, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 9:40 AM
To: Jomo Stewart
Subject: FW: support of SB 235

-----Original Message-----

From: Greg Miller [mailto:Greg.Miller@matsuk12.us]
Sent: Tuesday, February 02, 2010 9:35 AM
To: Sen. Kevin Meyer
Subject: support of SB 235

Senator Meyer,

I wanted to convey my support for SB 235....an important step in securing charter school facilities for our students. Because Districts do not provide funding or facilities, most of our charter schools must lease. At Twindly Bridge Charter School we lease an old strip mall with nine separate exit doors for our students., not the best environment for teaching our kids. Also, the fact that we lease means we will never have our own building....and that lease money from our budget always goes to a landlord instead of our students' education.

Thanks for your support of this bill.
Greg Miller
Palmer, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Tuesday, February 02, 2010 9:39 AM
To: Jomo Stewart
Subject: FW: I support SB 235

-----Original Message-----

From: Janigo_Melissa [mailto:janigo_melissa@asdk12.org]
Sent: Tuesday, February 02, 2010 9:25 AM
To: Sen. Kevin Meyer
Subject: I support SB 235

Dear Senator Meyer,

My name is Melissa Janigo, I live in Anchorage and I am one of the four founders of Winterberry Charter School. I am writing to you to pledge my support of SB 235. Winterberry Charter School is currently in its fifth year. The birth and growth of Winterberry has been a very difficult but worthwhile endeavor, it's success is due to the devotion and hard work of many volunteer parents and teachers. Our biggest challenge has been, and continues to be in finding and funding adequate space to house our school. We are currently outgrowing our space and are having great difficulty in finding an adequate facility that is affordable and does not compromise the integrity of our educational program. I believe SB 235 is a step forward in supporting the success of Charter Schools. Please add my pledge of support to the public testimony.

Sincerely,
Melissa Janigo
Founder and Board Chair of
Winterberry Charter School
Anchorage, Alaska

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 3:49 PM
To: Jomo Stewart
Subject: FW: SB 235

From: Tom Adams [mailto:tomisty@mtaonline.net]
Sent: Monday, February 01, 2010 2:49 PM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Senator Meyer,

As a registered voter, and parent of two children who have attended a Charter school from k-8th grade and one child who will attend a Charter school in two years, I am writing to you asking that you work hard to push through SB235. This is a huge opportunity for Alaska Charter Schools that have proven to be successful an avenue to secure a permanent facility at minimal cost to the state. While my first two children received an excellent educational opportunity, I can only imagine what it could be like if our school no longer had to worry about maintaining a poor facility and focus only on education. I appreciate your support.

Misty Adams

Jomo Stewart

From: Lanissa Grogan [lilsu@mtaonline.net]
Sent: Monday, February 01, 2010 2:49 PM
To: Jomo Stewart
Subject: SB235

Dear Senators and Representatives,

I am a parent of 3 charter school students. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Rob and Lanissa Grogan
961 E McAdoo Way
Wasilla, Alaska 99654

Jomo Stewart

From: Dawn Robinson [Dawn.Robinson@matsuk12.us]
Sent: Monday, February 01, 2010 2:16 PM
To: Jomo Stewart

Dear Senators and Representatives,

I am a parent of a charter school student. My daughter Claire has attended Academy Charter school for 3 years now. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility. They have done a wonderful job in getting a gym and main building but it sure would be nice for my 2nd grade daughter to be walking in the halls of a real school instead of running from portable to portable in all kinds of weather.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Dawn Robinson
1100 W. Granville St.
Palmer, AK 99645
907-746-3430

Jomo Stewart

From: Donna Button [donna@travelservicesinc.com]
Sent: Monday, February 01, 2010 1:45 PM
To: Jomo Stewart
Subject: SB 235

Dear Senators and Representatives,

I am a parent of a charter school student, for 12 years. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Donna Button

POBox 1892

Palmer, AK 99645

Thank you,
Donna Button
Travel Services, Inc.
PO Box 1147
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800-478-2148
907-745-6051/FAX
www.travelservicesinc.com

Without a travel agent, you are on your own!

Jomo Stewart

From: lorettanardi@gci.net on behalf of Loretta Nardi [lorettanardi@gci.net]
Sent: Monday, February 01, 2010 1:30 PM
To: Murray Richmond; Jomo Stewart
Subject: Support SB 235 Public Testimony

To: Senate Education Committee
Re: SB 235
Note: Please add to the Public Testimony Packet

Dear Senator Meyers and Senator Thomas,

My children attend a k-8 charter school in Palmer. My daughter graduated from 8th grade after attending Academy Charter School since kindergarten. My youngest son just started at Academy in the fall. His class room is the same old temporary portable class room that was my daughter's old temporary portable class room in the fall of 2000. This is the case for all the grades at Academy Charter School. My husband and I drive our children almost 15 miles to school each day where they attend class in old temporary portable class rooms. We do this because we love the education that our children receive.

SB 235 will answer our prayers. SB 235 would enable Alaska charter schools to be eligible for federal charter school facility grants for the first time in 13 years, since Alaska first allowed charter schools. Changing the language of the current Alaska Charter School Law and adopting SB 235 will open doors to a funding stream of federal grants that were previously closed to us.

I urge your support for SB 235 so our state can pursue federal charter school facility grants that will give my kindergartner the chance to attend classes in a real school with inside doors and hallways.

Thank you,

Loretta Nardi
Palmer, Alaska
907-373-6032

Jomo Stewart

From: Tracy Adams [tadams@mta-telco.com]
Sent: Monday, February 01, 2010 1:17 PM
To: Jomo Stewart
Subject: SB 235
Attachments: image002.gif; image001.gif

Dear Senators and Representatives,

I am a parent of a charter school student. Charter Schools provide an important parent choice option in public school education! After 13 years, the majority of Academy's students still attend class in old, worn out portables. I would greatly appreciate your help in expediting SB 235 passage through the committees and on to final approval. Successful passage of SB 235 will give Alaska charter schools a chance to compete for grants to obtain funding for a permanent facility.

Thank you for your support and assistance.

Please put this in the file as public testimony.

Sincerely,

Tracy Adams
1750 E Scotwood Dr
Wasilla, AK 99654
(907)841-1345

Jomo Stewart

From: Harmon_Jennifer [harmon_jennifer@asdk12.org]
Sent: Monday, February 01, 2010 11:54 AM
To: Jomo Stewart
Subject: SB 235

Dear Representative Cissna,

I am one of your constituents in Anchorage. Thank you for your service! I am a teacher at a local charter school, and I am writing in regards to SB 235.

I am so excited to see that the charter school bill, SB 235, has been calendared in the Senate. I would greatly appreciate your help in facilitating something similar from the House. Thank you for your help in this matter.

Sincerely,

Jennifer Harmon (teacher, Winterberry Charter School)

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 10:16 AM
To: Jomo Stewart
Subject: FW: SB 235

-----Original Message-----

From: Mall_Shanna [mailto:Mall_Shanna@asdk12.org]
Sent: Monday, February 01, 2010 10:12 AM
To: Sen. Kevin Meyer
Subject: SB 235

Dear Senator Meyer,

Please support SB 235. Charter School's greatest challenge is finding and maintaining safe, viable facilities. Please be a strong voice in Juneau helping to lead the way in passage of this charter school bill. I greatly appreciate your help in this matter.

The State of Alaska is currently ranked 34 out of 40 states in its interpretation and practice of National Charter Law. It is within your power to assure that our great State becomes a forerunner in charter school legislation.

Sincerely,

Shanna Mall

Principal
Winterberry Charter School
508 W 2nd Avenue
Anchorage, AK 99501
907.301.1201

"I hope it will be said we taught them to stand tall and proud, even in the face of history and the future was made whole for us all, one child at a time" -Brian Andreas

Jomo Stewart

From: Josh Applebee
Sent: Monday, February 01, 2010 8:17 AM
To: Jomo Stewart
Subject: FW: Support of SB235

-----Original Message-----

From: Joe Kennedy [mailto:kennedyfish@gmail.com]
Sent: Sunday, January 31, 2010 7:20 PM
To: Sen. Kevin Meyer
Subject: Support of SB235

Dear Senator Meyer: I am writing in support of proposed SB235. I am the parent of three elementary-school age children attending school in Nome, Alaska. One child attends a public charter school and the other two will follow in the near future. I am in favor of eliminating the caps on the number of charter schools allowed in the state of Alaska and a state appropriation to be allotted for charter school facilities. Thank you for your consideration. I look forward to hearing from you. Sincerely, Paula Kennedy, PO Box 1128, Nome, AK 99762.

Sec. 14.11.011. Grant applications.

(a) A municipality that is a school district or a regional educational attendance area may submit a request to the department for a grant under this chapter.

(b) For a municipality that is a school district or a regional educational attendance area to be eligible for a grant under this chapter, the district shall submit

(1) a six-year capital improvement plan that includes a description of the district's fixed asset inventory system and preventive maintenance program no later than September 1 of the fiscal year before the fiscal year for which the request is made; the six-year plan must contain for each proposed project a detailed scope of work, a project budget, and documentation of conditions justifying the project;

(2) evidence that the district has secured and will maintain adequate property loss insurance for the replacement cost of all facilities for which state funds are available under AS 14.11.005 or 14.11.007 or has a program of insurance acceptable to the department;

(3) evidence acceptable to the department that the proposed project should be a capital improvement project and not part of a preventive maintenance program or regular custodial care program; and

(4) evidence acceptable to the department that the district

(A) has a preventive maintenance plan that

(i) includes a computerized maintenance management program, cardex system, or other formal systematic means of tracking the timing and costs associated with planned and completed maintenance activities, including scheduled preventive maintenance;

(ii) addresses energy management for buildings owned or operated by the district;

(iii) includes a regular custodial care program for buildings owned or operated by the district;

(iv) includes preventive maintenance training for facility managers and maintenance employees;

(v) includes renewal and replacement schedules for electrical, mechanical, structural, and other components of facilities owned or operated by the district; and

(B) is adequately adhering to the preventive maintenance plan.

((6 ch 5 SLA 1990; am 5 ch 78 SLA 1993; am 1 ch 98 SLA 1998; am 4, 5 ch 3 SSSLA 2002))

Administrative Code. - For planning and construction, see 4 AAC 31, art. 1.

For loss protection, see 4 AAC 31, art. 2.

Effect of amendments. The 2002 amendment by 4, ch. 3, SSSLA 2002 effective November 29, 2002, inserted "eligible under AS 14.11.008(a)" in subsection (a). The amendment by 5, ch. 3, SSSLA 2002 effective January 1, 2005, rewrote subsection (a).

CHARTER SCHOOLS

written by Christopher J. Klicka, Esq.

It seems that everyone with school-aged children is talking about charter schools. Many are thinking, "This deal is too good to pass up: I can have my children educated outside of the public school system and have the government still pay the bill!" Charter schools along with educational vouchers appear to be harmless, since parents are only reclaiming their tax money.

Is it really that simple? Let's look at charter schools--especially virtual charter schools--and vouchers more closely, examining them from the perspective of freedom rather than asking, "What 'freebies' we can receive from the government?"

To accurately understand this issue, we must first define the terms.

What are charter schools?

Public schools establish a "charter" listing the school's mission, educational program, and methods of assessment. Charter schools answer to the state or local school board for assessing students and verifying academic progress. Charter schools are completely government funded.

Charter schools now exist in 37 states, the District of Columbia, and Puerto Rico. The Center for Education Reform estimates on its website that there are over 2,000 charter schools operating with more than 500,000 enrolled in these schools.¹

Supporters of charter schools claim that creating competition in the education marketplace will result in more options and a higher quality education. The idea is that if public charter schools draw enough students away from regular public schools, the resulting lack of funds will force public schools to come up with creative alternatives to bring students (and the funding that comes with them) back into the system.

Additionally, proponents claim that charter schools provide an innovative alternative to traditional schooling, allowing creative approaches to teaching, free from the strict rules and regulations of the public school system. They point out that charter and virtual charter schools provide a protective environment, i.e., a smaller "private" school or home environment, where students can pursue their own styles of learning.

Charter schools operate on taxpayer dollars, so there is virtually no cost to students. Other often cited advantages are an accredited high school diploma, free computer, Internet access, software, and support by certified teachers.

So what's the problem?

With government vouchers and virtual charter schools and public schools offering all of these benefits, Home School Legal Defense Association often gets questions as to why we oppose such excellent educational options.

I believe the soul of the home schooling movement is at stake. How we respond to virtual charter schools and vouchers will determine the extent home schooling remains free from government controls in the future.

Freedom is the answer

For more than 18 years, HSLDA has been helping to win the right of families to home school with minimal regulations. Many of these battles took place in the courts and legislatures throughout the country. Many families faced fines, jail, and even the threat of the state's removing their children from the home. The families held onto their convictions and God honored them in an incredible way. It is now legal to home school in every state.

The battle to maintain this freedom continues as some school officials harass home schooling families with illegal requirements and teachers' unions and other professional education organizations have legislation introduced to restrict home school freedoms. A survey by the American School Board Journal, published in February 1997, of over 1000 public school executives found that 71% of superintendents whose state or district set standards for home schoolers did not believe home schoolers were regulated enough! Ninety-five percent of all the superintendents and principals in the survey believed anything else is better than home schooling.²

The National Education Association passes a resolution each year condemning home schooling and urging for legislation to be enacted in each state to require that home schooled children be taught by certified teachers and have their curriculum approved by the state.³ Prejudice against home schooling has not disappeared.

Despite these efforts, private home schooling, with no help from the government, is thriving. Research shows that home schoolers on average are academically above average from the elementary level all the way through college. All of this success has been achieved without government money. We have had many victories before Congress and the state legislatures because we are not asking for a handout, but simply to be left alone.

This liberty is at risk, however, if home schoolers begin drinking from the public trough. These are the same state governments that once heavily restricted or prohibited home schooling altogether. If home schooling families take government money or services through virtual charter schools, they will become dependent on government money and subject to increasing government regulation. Public schools and the state will once again acquire power to dictate home schoolers' curriculum, teacher qualifications, and methods.

This is not idle conjecture. It is already happening.

Government home schooling in Alaska

The old adage "There is no such thing as a free government service" is true. Government money always comes with strings. Governments will demand accountability for funding. States want to be assured that no fraud is involved and that the monies are not used for an improper purpose. The government has the responsibility to spend taxpayers' money frugally. For officials to give money to home schoolers to participate in charter schools without any conditions would be irresponsible.

Virtual charter schools must be accountable to the state or local school authorities. In addition to dictating the curriculum and teaching styles, virtual charter schools can impose requirements on the parents beyond that which is required by state home school laws, in order to assure that the parents are teaching the children "appropriately."

Take, for example, an Alaska program that typifies many virtual charter school programs springing up throughout the country.

On June 4, 1997, Alaska enacted the best home school law in the nation. Alaska's law has no teaching qualifications for parents, no regulation at any level of government, no notice to anyone of the parents' decision to conduct the home education, no registration with the state, no reporting to anyone of any information about the home education program, no testing of the children, no required subjects, and no evaluation of the program by anyone.

In the same month, the Galena School District launched a statewide correspondence study program known as the Interior Distance Education of Alaska (IDEA). According to Galena, school officials want "to provide educational, emotional, intellectual, and financial support to those who would like to work in partnership with a public school district."⁴ Despite having more freedom than any other state, a majority of home schooling families are choosing to enroll their children in IDEA.

Carol Simpson, current Alaska Department of Education home school program coordinator, said IDEA was "wildly successful, going from 0 students in mid-June 1997 to 1157 students 10 weeks later."

Families who enroll their children in IDEA are provided curriculum materials, use of a computer with access to the Internet and assistance from a certified teacher, among other services. However, public funds may not be used to purchase curriculum materials for teaching core subjects if the materials are distinctively religious in content.⁵

The dangers of these types of government home school programs are apparent in a September 11, 2001, letter from Carol Simpson:

When IDEA started in summer of 1997, we began from the premise that homeschooling parents know their kids best and should be free to use any curricular materials that they deemed most appropriate. We bought nearly anything anyone wanted, including Bob Jones, Alpha Omega, A

Beka, etc. By November of that year, the Department of Education (DOE) made a new regulation prohibiting school districts from purchasing religious curricular materials. . . .

The Attorney General of the State of Alaska advised us that we could not purchase anything that is an advocacy of a sectarian or denominational doctrine. . . .

Simpson then proceeded to tell a home school speaker IDEA had invited to speak at their five government home school conferences that the speaker could not sell her books at the conferences. Simpson explained,

I realize that your books are not "Christian books" and that any religious expression in them is incidental, not the focus of the book. However, we must be strict in our obedience to the letter and spirit of the law, honoring our governmental authorities . . . we must be careful not to give the appearance of promoting sectarian materials. As such, we cannot allow you to sell or promote these books in workshops that we are paying for Also, we want to avoid the appearance of promoting sectarian materials through your workshops as well. Please do not include references to faith or an emphasis on the inclusion of Biblical teaching in your presentations.

Alaska is in the process of creating an approved list of secular home school books. Notice also from the letter how gradual the changes have been. At first, the government paid for Christian home school textbooks. When 75% of home schoolers in Alaska became dependent on the government funds, the rules changed.

Simpson's letter plainly explains the danger to home schoolers' freedom posed by these government home school programs.

Some parents have told me they circumvent this in various ways and still use the state government's money to buy Christian textbooks. Dependence on government money is encouraging people to be deceptive.

Refusal to reimburse for any religious curriculum is not the only problem. Additionally, students in grades 4, 5, 7, and 9 must take the standardized tests that Alaska uses for public school students at a test site designated by public school officials, and the tests must be administered by a certified teacher approved by the Galena School District. All IDEA students are required to take the Alaska Benchmark Examination in grades 3, 6, and 8.6 As further evaluation of the student, each parent must report to Galena School District the progress of all students each semester.⁷

In final analysis, the 'freebies' are not free after all. The price is too high--a gradual but steady loss of freedom, control, and independence.

Home schooling in name only

Despite all of the attractions for home schoolers, virtual charter schools are supporting home schooling in name only. Parents who enroll their children in these virtual charter schools are actually creating small public schools in their home.

Recently, a Christian teacher in a large "brick and mortar" charter school program in Colorado told me that many Christian families are using the program and enrolling their children in the school. I asked her if the teachers could teach the Bible. She said, "No, but we can teach virtues."

"Are you allowed to teach the children about salvation?" I inquired.

"We are not supposed to," she replied.

In Milwaukee, Wisconsin, an educational voucher program that has been operating for several years has been touted as one of the best examples of a successful government educational program. What many do not realize is that any Christian school that enrolls students who are using the government vouchers must comply with over 300 additional regulations. Two requirements even prohibit the Christian school from mandating that these children with vouchers attend chapel or Bible class!⁸

Home school parents originally fought to be separate from the public schools in order to have the right to choose the curriculum that they believe would be best for their children. Many parents removed their children from the public school system because of the non-Christian curriculum. So why would they want to go back to the same humanistic material? But this is happening with home schoolers who enroll in charter schools or public school programs for home schooling.

With significant restrictions on curriculum choices, parents in charter schools also face limited ability to incorporate creative teaching methods. The specific curriculum requirements often demand parents to "stick to the schedule" dictated by the public school, rather than use creativity in complimenting their child's learning style.

HSLDA members who have participated in virtual charter schools complain of this very thing. As one California home schooler shared:

Having been in a car accident and having been limited in my physical capabilities, I found myself not as able of getting my kids out as much as I felt they needed. Home educating independently for 3 years, I was reluctant to try a charter school but I thought, "How bad could it be? I'd have access to educational materials and my children would have an opportunity to meet other home educated children." At first it was exciting, though enrolling was very institutional. Then it came time to meeting with a teacher. We sat and talked and I stated that I had been home educating independently for 3 years and was not interested in meeting weekly and that I would bring their work in monthly as they are required to turn in work at least monthly. That worked out great the first month. The next month, however, the teacher wanted to plan out what we'd be doing for the following month. After being independent, I was not interested in being told what my kids would be learning, so we agreed we'd do the work we wanted and would write up the plans retrospectively. This was not ideal, but do-able since the kids enjoyed the Monday co-op (classes) and fieldtrips.

The next time we met, I took the kids' work but left the children behind. I never read or signed anything stating that my children had to be present. To me, turning in the work was the requirement. It soon became apparent that the teachers were required to talk to the children at these visits and assess them not only on their academics, but also on their physical appearance . . . looking for signs of abuse and/or neglect at their discretion. . . .

Make no doubt about it, a charter school is a public school . . . it's home schooling in technical terms only. Enrolling in a charter school will give you more freedom than the traditional public schools, but still strips you of the independent responsibility of educating our own children. It is still an institution, which believes we need interference from trained government agents, that we are incapable of educating our own children.

When this mother finally tried to remove her children from the charter school program, she was contacted repeatedly by child welfare services, demanding that she place her children in public school!

Is government money worth it? Aren't these the same types of controls home schoolers cast off with much sacrifice and risk in the 1980s? Are we willing forge new chains to limit our liberty?

Most home school parents want to be free to educate their children without this kind of government oversight.

Top education officials have warned against vouchers

Although we differ with the philosophy of many of the former federal secretaries of education, their statements are valuable since they evidence the intent behind government funding of private education. Lamar Alexander, Secretary of Education under former President George H.W. Bush explained the transformation of private education that was publicly funded when he said, "a public school would become any school that receives students who brought with them public monies . . ."9

Richard Riley, who served as former Secretary of Education under Bill Clinton, had strong reservations about vouchers and government funding of private education. No doubt, his reason for opposing government funding of private education was mainly to protect the current public school system, but he has some interesting warnings for private schools:

You have to be accountable with public tax dollars . . . when it comes to taking federal tax dollars and giving those to parents and then having the absence of accountability as far as their children's education . . . If you have accountability, then you lose the private and parochial nature of those schools . . . It's bad, we think, for private schools and parochial schools. It takes away from them the private and parochial strength, which is being totally free from any federal regulations . . .10

[Vouchers] threaten the very nature of private and parochial schools. It makes them less private and less parochial.¹¹

Chester Finn Jr., former Assistant Secretary of Education under Ronald Reagan, declared that government controls were inevitable: "There is no doubt in my mind that there will be some new regulations with voucher plans."¹²

If the highest public school bureaucrats in the nation recognize the loss of freedom government funding brings to private education, how can we deny it?

The experience of other nations

Other nations have experienced the effects of government funding. Private education has almost completely disappeared overseas.

For example, in Australia, over a period of 10 years, private school and Christian schools took more and more government funds. The regulations gradually increased until today the differences between public schools and private schools have become non-existent. Home schooling is the last bastion of educational freedom in Australia.

In South Africa, the 1996 National Education Act officially transformed all publicly funded private schools into public schools.¹³

In Alberta, Canada, home schoolers enjoyed more liberty than almost any of the other provinces. Then several years ago, legislation was passed giving home schoolers \$500 per child in government funds. The very next year, one of the most restrictive legislative bills was passed, implementing regulations for home schoolers. When asked why, the Minister of Education stated that if they were giving money to home schoolers, they had to know who they are and have certain standards. These regulations apply to all home schoolers--not only those who receive the government funding.

Many European countries have experienced similar scenarios with government-funded private schools.

Charter schools increase government spending

Charter school proponents claim that the resulting competition between educational providers will drive education costs down, while increasing the quality of education offered.

Charter schools do not charge tuition, but are funded according to their enrollment. Charter school students may be eligible for both state and federal funding. There are over 8 million children who do not attend public schools in this country. If these children suddenly began using money from the state's treasury for their schooling, taxes would have to be raised to generate the additional revenue. It is highly unlikely that public schools would reduce their budgets in order

to provide funds for private schools. Today, non-public school parents are being double taxed-- they pay tuition for both public school children and their own children. With virtual charter schools, these parents would be triple taxed. In addition to footing the bill for their own children's tuition, they would pay for the public school students and the students participating in charter schools.

According to Eddy Jeans, Finance Director at the Alaska Department of Education, Galena School District received \$15,020,053 in state funds for fiscal year 2000. Of this amount, \$14,093,136, or \$4,104 per pupil, was received for the 3,434 students in IDEA. The balance of the funds in the amount of \$926,917 was intended for the 226 students who receive classroom instruction as regular on-site students.¹⁴

Each student enrolled in IDEA receives an allotment averaging \$1,600 per year to cover curriculum and related expenses. Considering the \$4,104 per pupil received from the state, Galena School District enjoys a gross profit of over \$2,500 per pupil in IDEA for a total of \$8,585,000 for fiscal year 2000. What amount of this profit is reduced by IDEA administrative expenses is unknown, but there is no question that this is a moneymaking enterprise for Galena School District.¹⁵

In Texas, a two-year pilot virtual charter school is being established. Texas Virtual Charter School would receive the tax dollars as a subcontractor to Houston Gateway Academy, a charter school. This home school component of Gateway Academy will serve students in kindergarten, first and second grades. By September 26, 2001, the virtual charter school had so far enrolled about 300 in central and southeast Texas, including Houston and Austin. The virtual charter school could receive \$5,000 for each home schooled student.¹⁶

Yet research has found the median cost for a home school program is only about \$400.¹⁷ This sounds like a major waste of our tax dollars.

Let's choose freedom

Government schools are failing in many places. They are not providing students with the moral training necessary in any society, and students continue to fall short of academic standards. Why would home school parents wish to support this system by accepting funding to participate in it?

In spite of the enticements offered by charter schools, parents should realize that charter school programs are simply creating little public schools in our homes. The teaching may take place in a private home, but the government is pulling the strings.

The soul of home schooling has its foundation built on the incredible sacrifices of many parents who risked all in order to win the right to be free from suffocating government control and to be free to teach their children according to God's ways and in obedience to His commands. God honors those who honor Him and who trust in His sovereign love and power.

We do not need the government's "free" money. The price is too high.



Alaska Native Cultural Charter School



110 Muldoon Road, Anchorage, AK 99504

(907) 742-1370

Our Mission

Alaska Native Cultural Charter School builds student excellence through traditional cultural learning.

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FAQs

What are Charter Schools?

Charter schools are public schools of choice that operate with freedom from many of the regulations that apply to traditional public schools. They exercise increased autonomy in return for increased responsibility.

Who Funds a Charter School?

The Alaska Native Cultural Charter School will open the fall of 2007. It will be funded with state funds, grants, and endowments.

Why should I choose Alaska Native Cultural Charter School (ANCCS)?

Alaska Native Cultural Charter School is an option for parents seeking a different school program and environment for their children. The school incorporates active engagement

Guiding Native Values

Respect for elders

Honor the ancestors

Respect for family, self
and others

Preserve and pass on
traditional ways of
knowing

Responsibility, hard
work, and endurance

Compassion, dignity
and humility

Humor, cooperation
and caring

Knowledge of and
respect for nature

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Much of the clipart on this site is courtesy of the Alaska Native Knowledge Network and will be indicated as so when you hover over the clipart with your mouse.

with today's Alaska Native community. The school offers students a curriculum focused on Alaska Native culture and a rigorous academic program that develops academic achievement.

Family members and elders are an important part of every aspect of the program.

Knowledge of language

Wisdom

Self-sufficiency

Award sends local teachers to White House ceremony

Anchorage Daily News

(01/08/10 08:30:02)

WASHINGTON, D.C. -- Two Alaska teachers were honored this week at the White House for their innovative math and science instruction.

They are Laura Ann Hulsebus, who has taught fourth- through sixth-grade math at Eagle River's Alpenglow Elementary School since 2006, and **Cheryl Silcox, who teaches at Anchorage's Winterberry Charter Waldorf School.**

Hulsebus and Silcox were among 87 teachers invited to Washington after winning the Presidential Award for Excellence in Mathematics and Science Teaching last summer. The award came with a \$10,000 prize from the National Science Foundation.

President Barack Obama used the event on Wednesday to announce five new public-private partnerships as part of the "Educate to Innovate" program that will prepare 10,000 new math and science teachers over the next five years as well as support professional development for 100,000 current teachers. The program also encourages the federal government's 200,000 scientists and engineers, including those at NASA, to volunteer.

The president praised the award winners for their role in training the next generation of inventors, scientists and mathematicians. Everyone remembers the teacher or mentor who showed them something about the world that made a difference in their lives, Obama said.

"It could be a word of encouragement, a helping hand, a lesson that sparked a question, that ignited a passion, and ultimately may have propelled a career," he said.

City charter schools aren't just better - they cost less

BY Marcus Winters

Monday, March 1st 2010, 4:00 AM

Once again, facts are getting in the way of those who would question the success of charter schools. Critics often claim that charter schools are more effective than district-run public schools only because they are better funded. In fact, according to a new report, New York City's charter schools are thriving despite receiving fewer public dollars than other public schools get.

The New York City Independent Budget Office, a nonpartisan agency, compared public funding of traditional public schools and charters. The analysis accounted for not only direct school funds but also for in-kind resources provided to charters by the city Education Department - for example, about two-thirds of Gotham's charter schools are located in public facilities and pay little to no rent.

According to the budget office, charter schools receive fewer public dollars, directly or indirectly, than do public schools. The funding difference is negligible for charters that receive public space, about \$305 a pupil. Charters that pay for their own facilities, however, receive about \$3,017 less per student than traditional public schools.

That charter schools receive fewer public dollars only makes their success more notable. The findings in a recent study by Stanford University economist

Caroline Hoxby remain unchallenged: Children attending New York City charter schools make dramatic academic improvements. Now, the Independent Budget Office report shows that these educational gains come at a lower public price tag.

Predictably, teachers union President Michael Mulgrew has already started griping. Though he rightly points out that charter schools typically use private grants to supplement the public funds they receive (the budget office report looked only at public funding), the influence of philanthropic giving on charter school budgets is exaggerated. A recent analysis of publicly reported documents by Kim Gittleson found that the average charter school in the city received about \$1,656 per pupil in philanthropic funds in 2009.

NYDailyNews.com

DAILY NEWS

differences found by Hoxby. (Full disclosure: Gittleson is a research assistant for Ken Hirsh, a donor to the Manhattan Institute.)

Someday, critics must be forced to admit that New York's charter schools outperform the traditional public schools not because they bring in more money and not because they "cream" the best students - that myth has also been disproved - but because they do more with the resources they have. Freedom from the often preposterous restrictions imposed by state law and collective bargaining agreements allows charters to focus on student learning.

Charter school principals can fire teachers, while the legally mandated tenure system ensures that just about everyone who teaches in a public school is guaranteed a job for life. Charter schools can push teachers to work longer hours and attend frequent staff meetings. By contrast, the United Federation of Teachers contract with the city details everything that a public school teacher can't be required to do. Charter schools are free to utilize data to

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That amount doesn't make up the funding disparity for charters that pay for their own facilities - and it's not nearly enough money to account for the dramatic achievement



Stanford University's
Dr. Caroline Hoxby



WBHM **Birmingham** -- There are nearly 5,000 charter schools across the country. They educate more than 1.5 million students. And President Obama wants more. But do they work? There are a handful of charter schools in wealthy communities and, perhaps not surprisingly, they tend to have high test scores. But most charter schools are in low-income, often minority neighborhoods. How do they fare? WBHM's Tanya Ott has our report.

Caroline Hoxby graduated from Harvard, Oxford and MIT, so she knows a bit about good education. As an economist at Stanford University she also studies education outcomes, and for the past few years she's had her eye on Charter Schools.

But before we get to **Hoxby's research**, a reminder about what a charter is. It's a public school that operates free from many of the constraints of traditional public schools. Charter schools can hire and fire teachers and administrators at will. Those teachers and administrators have a lot more flexibility. They can choose what textbooks they want to use and how they teach the material. At some charter schools students attend class 9 hours a day, 6 days a week. At others they may offer non-traditional hours to accommodate the work schedules of high schoolers. The point is no two charter schools are alike. And that can make studying them kind of difficult.

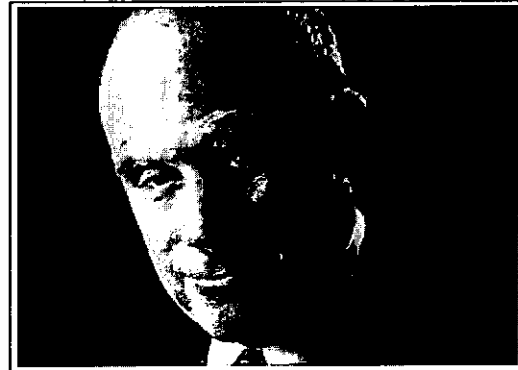
But back Caroline Hoxby, the Stanford economist. She compared the test scores of New York City students who applied for and got into charter schools with those of their peers who applied for, but didn't get into charter schools. And she found that charter school students improved significantly more in math and reading than their counterparts. To be precise, they closed the achievement gap by 87% in math and 67% in reading.

"Those are really big numbers, but it isn't a silver bullet. It's not that you send a student for one year to a charter school and all of the sudden they're performing at the same level as students from an affluent background."

In fact, Hoxby tracked students from kindergarten through 8th grade. She says at the high school level, attending a charter school raised the probability of graduating by an average of 7% a year per year. Meaning student who attended a charter high school for four years were 28% more likely to graduate than their peers at a traditional public high school.

"In many big cities, like the one we're sitting in Washington DC, the public charter schools are the best schools. Same with Boston, New York, Denver, Houston."

Jay Mathews is an education reporter for the Washington Post. He's written a book called *Work Hard, Be Nice* - about a specific charter school program called Knowledge is Power or KIPP. There are more than 60 KIPP charter schools across the country. Mathews talked about KIPP with Michelle Martin of the NPR program *Tell Me More*.



Washington Post reporter Jay Mathews

"I look at schools in one parameter which schools are doing the best job in raising the achievement of kids. Which schools have kids coming in, as the KIPP schools do, at about the 30 percentile in the 5th grade and they leave in the 8th grade in the 70th or 80th percentile in math or reading. That rarely happens, but in some of these charter groups, particularly KIPP they've made that happen. And it's really unleashing the power of great teachers."

But, Mathews warns, that's when charter schools are done right. Another group of Stanford researchers - a group called CREDO - or the **Center for Research on Education Outcomes** -- examined the standardized test scores of more than a half million kids attending charter schools in 16 states. They compared their results to kids from traditional public schools like the ones the charter school kids would have attended. Ken Surratt is CREDO's assistant director.

"Charter school students lagged compared to their traditional public school peers in both math and reading."

CREDO's study found that 17% of charter schools outperformed the traditional public schools. But 46% performed about the same at the traditional public schools, and 37% performed worse. Some of them much worse. In the south, Florida and Texas charter schools showed significantly lower learning gains.



CREDO's Keri Surratt

CREDO also studied New York City school in-depth, and like Caroline Hoxby, they found that charter school students in New York perform better than their peers at traditional public schools. Surratt says that's because of the way the charters are managed.

"They are assessing performance. They have clear performance criteria that they use. There's a Charter School Support Center. And it's been embraced by the mayor, by the head of the schools so it has that buy-in."

Buy-in is not something that comes easy in Alabama. Last month the legislature killed a proposal to legalize charter schools. Governor Bob Riley says that was a major reason the state didn't get any of the recently announced Race to the Top federal education money. Tomorrow on our program we examine the politics behind the fight over charter schools in Alabama.

~ Tanya Ott, March 10, 2010.

From: Vikki Deadrick [vdeadrick@spbhs.org]
Sent: Thursday, February 25, 2010 2:06 PM
To: Rep. Paul Seaton
Subject: Charter Schools Support PLS!

Importance: High
Sensitivity: Confidential

Categories: Read Only

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet our building needs, PLEASE! I especially want this because here in Homer, Fireweed Academy ends this year, grade 6th, and my grandson needs what this Charter School offers for Middle & High School. He is diagnosed with O.C.D. and the Public Schools will NOT hire an Aide for him, so far, for next year at the Middle School.

Vikki M. Deadrick
299-0818
PO Box 3224
Homer, AK 99603

This message is intended only for the use of the individual or entity to which it is addressed, and may contain confidential information which may be protected by Federal Law, and/or privileged, confidential and exempt from disclosure under applicable law. If the reader of this message is not the intended recipient, or the employer or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution or copying of this communication is strictly prohibited. If you have received this communication in error, please notify the sender immediately by telephone or reply & delete the material from your computer.

From: Robert Shawnisty Webber [webbers007@yahoo.com]
Sent: Thursday, February 25, 2010 2:10 PM
To: Rep. Paul Seaton
Subject: support charter school legislation

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.

Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...
2. We have no state charter school facilities program.

1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.

2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska's Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. \$450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal \$1 dollar per pupil per year. It doesn't require local school boards and districts to provide the 10% local contribution necessary to achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school

facility needs.

Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235.

Sincerely,

Shawnisty Webber

APC Community Rep. Fireweed Academy Homer, AK

From: TOM BECK [tomandjanebeck@gmail.com]
Sent: Friday, February 26, 2010 11:13 AM
To: Rep. Paul Seaton
Subject: Alaskan charter schools

Dear Representative Seaton and members of the House Education Committee,

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Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235.

Thank you,

Jane Beck
Parent of a charter school student

From: Alan and Mindy Parks [amparks@xyz.net]
Sent: Friday, February 26, 2010 7:30 AM
To: 'Representative_Paul_Seaton@legis.state.ak.us'
Cc: Kiki Abrahamson; Louie Flora
Subject: Charter school Support

Importance: High

Hi Paul,

As you know Ella and Hoxie both go to Fireweed and are receiving an excellent education.

I fully support Kiki Abrahamson in her efforts to provide the highest quality of education to Ella and Hoxie and to all the kids who attend Fireweed, this includes Kiki's efforts in obtaining a new facility.

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet the building needs of Fireweed and all charter schools in Alaska

Thank you Paul for your full attention to this matter.

Dear Representative Seaton and members of the House Education Committee,

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achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school facility needs.

Are charter schools Alaskan public schools? If so should there be a cap?
Shouldn't charter schools have equitable access to public school facilities?
In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

Alan and Mindy Parks
65055 Nearly level Ave
Homer AK 99603
235-5680

From: Rep. Paul Seaton
Sent: Friday, February 26, 2010 9:15 AM
To: Louie Flora
Subject: FW: charter schools

From: susan edwards [mailto:mikeandsueedwards@yahoo.com]
Sent: Thursday, February 25, 2010 3:51 PM
To: Rep. Paul Seaton
Subject: charter schools

Please Mr. Seaton,

We want you to support charter school legislation that will level the playing field so Alaskan charter schools can apply for federal funds to meet our building needs.

Thank you,
Susan Edwards

From: earthacres@acsalaska.net
Sent: Friday, February 26, 2010 6:39 AM
To: Rep. Paul Seaton
Subject: charter school funding

Dear Paul,

I am writing to ask you to please support any and all charter school legislation that will help charter schools be on equal footing with other public schools when it comes to finances. Our charter school is currently growing and needing to build or purchase a new building to move into.

Thank you!

Evelyn Segueta
53845 Kilcher rd
Homer, AK 99603

From: Betsy [eawolf@alaska.net]
Sent: Friday, February 26, 2010 6:33 AM
To: Rep. Paul Seaton
Subject: House Companion Bill to SB 235

Dear Representative Seaton and members of the House Education Committee,

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Thank you.

From: Kiki Abrahamson [kabrahamson@kpbsd.k12.ak.us]
Sent: Wednesday, February 10, 2010 3:06 PM
To: Rep. Paul Seaton; Rep. Wes Keller; Rep. Cathy Munoz; Rep. Bryce Edgmon; Rep. Bob Buch;
Rep. Berta Gardner; Rep. Peggy Wilson
Cc: Louie Flora; Barbara Gerard
Subject: Charter School Legislation

Dear Representative Seaton and members of the House Education Committee,

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Thank you.

Kiki Abrahamson
Administrator

Fireweed Academy
907-235-9728
907-235-8561 FAX

From: Rep. Paul Seaton
Sent: Monday, March 08, 2010 4:36 PM
To: Louie Flora
Subject: FW: Charter Schools

From: Pamela Baltzer [mailto:pamelakim@hotmail.com]
Sent: Monday, March 08, 2010 3:18 PM
To: Rep. Paul Seaton
Subject: Charter Schools

Dear Representative Seaton,

I support charter school legislation that will encourage growth and development for our students and community. Please level the playing field so Alaskan Charter Schools can apply for federal funds. This and other positive changes will allow us to meet our growth and building needs. We have been trying to expand our school for several years now and seem to encounter road block after road block. Between the KPB school board and current legislation it is an uphill battle. We continue to obtain student wait lists; providing the proof that many families are supporting this change. Please help us obtain our goal of meeting the needs of students. Thank you for your past support of charter schools.

Pamela Baltzer
Parent / Fireweed Academy Charter School

Hotmail: Trusted email with Microsoft's powerful SPAM protection. [Sign up now.](#)

From: Sharon gorman [johannarockon@hotmail.com]
Sent: Monday, March 01, 2010 11:49 AM
To: Rep. Paul Seaton
Subject: Charter school parent in HOmer

Dear Representative Seaton and members of the House Education Committee,

First, sincere thanks for all your efforts to deal with education BSA and local contributions.

Second: Please initiate discussion in the House Education committee and draft a House companion bill to SB 235.

Due to the Federal Department of Education's applicant eligibility requirements, Alaska charter schools cannot even apply for the Federal funds because:

1. We have a cap of 60 on the number of charter schools, and...
 2. We have no state charter school facilities program.
-
1. 60 Cap: SB 235 amends the current law by removing the current cap of 60 charter schools. The law originated in 1995 and only 26 charter schools are in existence. As the only authorizer, local school boards thoroughly examine and evaluate charter applications prior to agreeing to accept the charter for their district.
 2. Facilities program: SB235 amends the current law by adding language to establish a per-pupil facilities program. With this amendment, Alaska Charter Schools will be eligible to compete for the Federal Charter School Facility Grant Program. (average grant award 3.7 million)

These two simple improvements to Alaska's Charter School Law would also make Alaskan charter schools eligible to apply for start up grant funding (approx. \$450,000 per charter school)

SB 235 seeds the in-state aid program with a nominal \$1 dollar per pupil per year. It doesn't require local school boards and districts to provide the 10% local contribution necessary to achieve the 90% federal match, but gives communities the opportunity to work with their district to apply for federal funds to meet school facility needs.

Are charter schools Alaskan public schools? If so should there be a cap? Shouldn't charter schools have equitable access to public school facilities? In true charter innovative fashion, through this bill we are only asking that you clear the path so we can go after federal funds to meet our building needs.

Please initiate this discussion in the House Education committee and draft a House companion bill to SB 235. As always, I am willing to discuss this with you any time.

Thank you.

Sharon Gormah and Joe Spaeder from HOmer

Hotmail: Free, trusted and rich email service. [Get it now.](#)

600 E Railroad Ave Wasilla, Alaska 99654
Phone: (907) 376-3704 Fax (907) 376-6180



Fax

To: HEDC Committee From: _____

Fax: _____ Pages: _____

Phone: _____ Date: _____

Re: _____ CC: _____

- Urgent For Review Please Comment Please Reply Please Recycle

• Comments:

Although the following written testimony pages refer to SB 235 the testifiers asked that these be passed onto your committee for consideration regarding HB 393 and HB 382.



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/4/10
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO PASS

SB 235 SO THAT CHARTER

SCHOOLS MAY GAIN ACCESS TO

FUNDING FOR PERMANENT SITES.

PLEASE PASS SB 235.

Signed: Hayley Paul Warrin
Testifier

Representing (Optional)

1718 N. Fanciful PL Apt B Wasilla AK 99654
Address

907-357-1718 775-1811 cell
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

HAVING ACCESS TO A PERMANENT LOCATION
WILL ALLOW MY CHILD'S SCHOOL TO
BETTER SERVE THEIR STUDENTS.

I BELIEVE THAT THE MONEY THE
SCHOOL COULD SAVE ON RENT AND
TAXES COULD BETTER SERVE CHILDREN,
AND THAT SB 235 SUPPORTS EDUCATION.

Signed: MARICARLEN HERNANDEZ
Testifier

Representing (Optional)

2050 E. TOTEM WASILLA AK 99654
Address

907 631 0833
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235:
PLEASE HELP SUPPORT ALASKA'S
EDUCATION SYSTEM BY PASSING
SB 235. CHARTER SCHOOLS SHOULD
BE ALLOWED TO APPLY FOR GRANTS
FOR PERMANENT SCHOOL SITES.
THANK YOU FOR SUPPORTING SB 235

Signed: Amy French
Testifier

Representing (Optional)
4023 N. Preston Ave, Wasilla AK 99654
Address
864-1092
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOL CHILDREN DESERVE
ACCESS TO FEDERAL FUNDING FOR
THEIR SCHOOLS TO ESTABLISH
PERMANENT LOCATIONS.
PLEASE SUPPORT THIS BILL.

Signed: Dan Klauder
Testifier

Representing (Optional)

PO Box 870516 Wasilla AK 99687
Address

355-8929
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
IT WILL REMOVE CURRENT BARRIERS
WHICH PREVENT MY CHILD'S SCHOOL
FROM APPLYING FOR FEDERAL MONEY
FOR A PERMANENT SITE. I BELIEVE
THAT OUR SCHOOL COULD BE BETTER
SERVED BY A PERMANENT LOCATION.
PLEASE PASS SB 235.

Signed: Michelle H. Thompson
Testifier

Representing (Optional)

HC 38 Box 2700, Wasilla, AK 99654
Address

907-892-0718
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
MY CHILD'S CHARTER SCHOOL SHOULD
BE ELIGIBLE TO APPLY FOR
FEDERAL FUNDING FOR A PERMANENT
SITE.

I LOOK FORWARD TO YOUR SUPPORT
OF THIS BILL AND THE PASSING
OF SB 235.

Signed: Paul Momm
Testifier

Representing (Optional)
2362 E. Ridgeview Dr Wasilla, AK
Address
907-376-1339
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION Committee name

Committee on SB 235 Bill/Subject, dated _____

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOLS STRIVE TO MAKE
A POSITIVE DIFFERENCE IN ALASKA'S
FUTURE. HAVING ACCESS TO FEDERAL
FUNDING FOR PERMANENT SITES
HELPS TO SUPPORT OUR SCHOOLS, OUR
STUDENTS AND ALASKA'S FUTURE.
PLEASE SUPPORT SB235.

Signed: Optim Logan
Testifier

Representing (Optional)
7297 N. Highlander Ln Palmer, AK 99645
Address
746-4230
Phone number

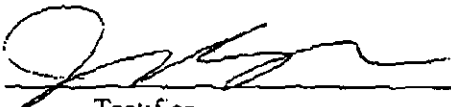


Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANENT
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed: 
Testifier

Representing (Optional)

14838 E Knick View drive
Address

907 746 6697
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
ALASKA'S CHARTER SCHOOLS SHOULD
HAVE ACCESS TO FEDERAL FUNDING
FOR PERMANENT FACILITIES. PLEASE
PASS SB 235.

Signed: M. Lisa O'Neil
Testifier

Representing (Optional)
7620 E. Woodview Way Palmer, AK 99645
Address
746-7462
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

STRONG SCHOOLS CHARACTER POSITIVE LEARNING STUDENTS
HAVING DIFFERENT ACCESS TO EDUCATION
IS MAKE A BETTER FUTURE
PLEASE SUPPORT SB235.

Signed: CADRUTA MORGAN Cadruta Morgan
Testifier

Representing (Optional)
HC 35 54202 WASILLA AK
Address
907 - 357 6874 99654
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

I ENCOURAGE YOU TO PASS THIS
BILL. I BELIEVE IT IS IMPORTANT
TO ALLOW OUR CHARTER SCHOOLS
ACCESS TO FEDERAL FUNDING FOR
PERMANENT LOCATIONS.

PLEASE PASS SB 235.

Signed: Sara Wise
Testifier

Representing (Optional)
3624 Greywolf Dr. Wasilla AK 99654
Address

907-373-6243
number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
SB 235 SUPPORTS ALASKAN CHILDREN
BY ALLOWING THEIR SCHOOLS TO APPLY
FOR FEDERAL FUNDING NEEDED TO
SECURE PERMANENT SCHOOL SITES.
PLEASE JOIN ME IN SUPPORTING ALASKAN
CHILDREN BY PASSING SB 235 THIS
SESSION

Signed: Veronica Wolf
Testifier

Representing (Optional)

3613 E Serendipity Loop Wauke, AK 99654
Address

841-9221
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I SUPPORT SB 235. I WOULD HOPE
THAT THE SENATE EDUCATION COMMITTEE
WOULD DO ALL THAT IS NECESSARY TO
PASS SB 235. SB 235 IS GOOD
FOR ALASKA'S FUTURE.
PLEASE PASS SB 235.

Signed: Jennifer Fullmer
Testifier

Representing (Optional)
P.O. Box 982 Palmer AK 99645
Address
907-232-0853
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I AM A STRONG SUPPORTER OF SB235
I BELIEVE THAT THIS BILL WOULD
GRANTLY SUPPORT ALASKA'S SCHOOLS
AND HELP MEET THE NEEDS OF ALASKA'S
STUDENTS.

PLEASE PASS SB 235

Signed: *Wendy E. Jorgensen*
Testifier

Representing (Optional)

570 S. Warmwood way Palmer Alaska 99645
Address

907-746-7671
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

OUR CHARTER SCHOOLS SHOULD BE
OPEN TO FUNDING FOR ESTABLISHING
PERMANENT FACILITIES. PLEASE PASS
SB 235 AND SUPPORT OUR
SCHOOLS.

Signed: Kelly Duff
Testifier

Representing (Optional)
5350 E meadow Dr.
Address
907-357-0740
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

I BELIEVE IT WILL BENEFIT
ALASKA VIA SUPPORTING OUR EDUCATIONAL
SYSTEM.

PLEASE PASS SB 235

Signed: Carol Mawn
Testifier

Representing (Optional)
1535 Fifth Rd Wasilla 99654
Address
357-5854
Phone number



Alaska State Legislature

Please enter into the record my testimony to the

SENATE EDUCATION

Committee name

Committee on

SB 235

, dated _____

Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN ITS POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ACCESS TO FEDERAL FUNDING FOR THEIR PERMANENT SITES. PLEASE PASS SB 235

Signed:

Testifier

Representing (Optional)

9071 E. Westside Dr. Palmer AK 99645

Address

745-8085

Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
LEGISLATORS WHO SUPPORT EDUCATION
IN ALASKA ARE GOOD FOR ALASKA'S
FUTURE. BY SUPPORTING THIS BILL,
YOU SUPPORT OUR SCHOOLS AND OUR
CHILDREN.

PLEASE PASS SB 235

Signed: *Matt H. Powell*
Testifier

Representing (Optional)
17455 E. Three Sisters Dr.
Address
746-7323
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated 3/4/10
Bill/Subject

I STRONGLY SUPPORT SB 235.
PLEASE HELP SUPPORT ALASKA'S
EDUCATION SYSTEM BY PASSING
SB 235. CHARTER SCHOOLS SHOULD
BE ALLOWED TO APPLY FOR GRANTS
FOR PERMANENT SCHOOL SITES.
THANK YOU FOR SUPPORTING SB 235

Signed: Kari Kaecher
Testifier

Representing (Optional)
P.O. BOX 877593, WASILLA, AK 99687
Address
376-1215
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
OFFERING CHARTER SCHOOLS IN ALASKA
ACCESS TO FEDERAL FUNDING FOR
PERMANENT LOCATIONS IS A GREAT
WAY TO SUPPORT EDUCATION.
THANK YOU FOR SUPPORTING SB 235

Signed:  Jacqueline Schaeffer
Testifier

Representing (Optional)
Box 4077 Palmer AK 99645
Address
907 355-1424
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

CHARTER SCHOOLS SHOULD HAVE
ACCESS TO THE SAME FEDERAL
FUNDING OPPORTUNITIES THAT OUR
PUBLIC SCHOOLS ENJOY. I URGE
YOU TO PASS SB 235.

Signed: Rachel Walker
Testifier

Representing (Optional)
4582 E. Big Rock Dr. Wasilla, AK 99654
Address
(907) 376-4584
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO PASS
SB 235 SO THAT CHARTER
SCHOOLS MAY GAIN ACCESS TO
FUNDING FOR PERMANENT SITES.

PLEASE PASS SB 235.

Signed: *Shelby Lund*
Testifier

Representing (Optional)

Address

Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
 Committee name
 Committee on SB 235, dated 3-3-10
 Bill/Subject

I STRONGLY SUPPORT SB 235.
 PLEASE PASS SB 235 AND CONTINUE
 TO SUPPORT CHARTER SCHOOLS IN
 ALASKA. THIS BILL SUPPORTS
 ALASKAN CHILDREN AND EDUCATORS.
 IT WILL MAKE A DIFFERENCE IN
 MY CHILD'S LIFE.

Signed: Crossy Butts
 Testifier

Representing (Optional)
3000 N. Moose St. Wasilla, AK 99654
 Address
907-841-9292
 Phone number

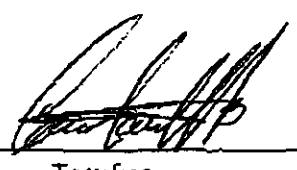


Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.
I BELIEVE IT WILL HAVE A
POSITIVE IMPACT ON ALASKA'S CHARTER
SCHOOLS. I AM PROUD OF THE
LEGISLATORS FOR SUPPORTING ALASKA'S
CHILDREN IN THIS MANNER.
PLEASE PASS SB 235.

Signed: 
Testifier

Representing (Optional)
2050 E TOTEM WASILCA AK
Address
6310833
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 4 Mar 2010
Bill/Subject

I STRONGLY SUPPORT SB 235.

MY CHILD'S CHARTER SCHOOL SHOULD
BE ABLE TO APPLY FOR FEDERAL
FUNDING FOR A PERMANENT LOCATION.

I BELIEVE THIS BILL SUPPORTS
STUDENTS AND ALASKA'S SCHOOLS.

PLEASE PASS SB 235.

Signed: 
Testifier

Representing (Optional)
3001 N Banner Way
Address
907 360 1940
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOL CHILDREN DESERVE
ACCESS TO FEDERAL FUNDING FOR
THEIR SCHOOLS TO ESTABLISH
PERMANENT LOCATIONS.
PLEASE SUPPORT THIS BILL.

Signed: Mwen Schneider
Testifier

Representing (Optional)
PO Box 294 Palmer AK 99645
Address
746-1684
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
CHARTER SCHOOLS SHOULD HAVE
ACCESS TO THE SAME FEDERAL
FUNDING OPPORTUNITIES THAT OUR
PUBLIC SCHOOLS ENJOY. I URGE
YOU TO PASS SB 235.

Signed: [Signature]
Testifier

Representing (Optional)
1748 Lake Louise Dr Wasilla AK 99654
Address
907 357-8006
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
MY CHILD'S CHARTER SCHOOL SHOULD
BE ELIGIBLE TO APPLY FOR
FEDERAL FUNDING FOR A PERMANENT
SITE.

I LOOK FORWARD TO YOUR SUPPORT
OF THIS BILL AND THE PASSING
OF SB 235.

Signed: *Michelle Walcott*
Testifier

Representing (Optional)
PO Box 876615 Wasilla AK 99687
Address
746-2805
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANENT
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed: [Signature]
Testifier

Representing (Optional)

4640 N. MCKENDE PALMER, AK 99645
Address

746-4769
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/3/10
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN
BY ALLOWING THEIR SCHOOLS TO APPLY
FOR FEDERAL FUNDING NEEDED TO
SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN
CHILDREN BY PASSING SB 235 THIS
SESSION

Signed: Jody Soeder
Testifier

Representing (Optional)

5000 E Pine St Wasilla, AK 99654
Address

907-376-7049
Phone number



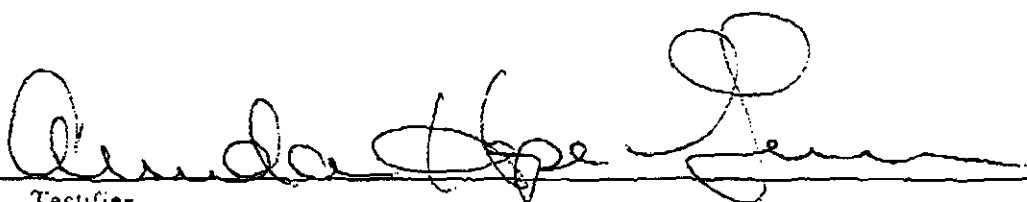
Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/3/2010
Bill/Subject

I AM A STRONG SUPPORTER OF SB235
I BELIEVE THAT THIS BILL WOULD
GREATLY SUPPORT ALASKA'S SCHOOLS
AND HELP MEET THE NEEDS OF ALASKA'S
STUDENTS.

PLEASE PASS SB 235

Signed: 
Testifier

Representing (Optional)
468 N. Bailey Street Palmer Ak 99645
Address
907-746-1659
Phone number



Alaska State Legislature

Please enter into the record my testimony to the

SENATE EDUCATION

Committee name

Committee on

SB 235

Bill/Subject

dated

March 2, 2010

I SUPPORT SB 235. I WOULD HOPE
 THAT THE SENATE EDUCATION COMMITTEE
 WOULD DO ALL THAT IS NECESSARY TO
 PASS SB 235. SB 235 IS GOOD
 FOR ALASKA'S FUTURE.
 PLEASE PASS SB 235.

Signed:

Testifier

Representing (Optional)

6525 W. Rashelle Cir. Wasilla, AK 99654

Address

376-2618

Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN ITS POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ACCESS TO FEDERAL FUNDING FOR THEIR PERMANENT SITES. PLEASE PASS SB 235

Signed: *Deanna D. Bell*
Testifier

Representing (Optional)
3000 NO WASE
Address
907-373-4852
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.

I URGE THIS COMMITTEE TO DO ALL THAT IS WITHIN ITS POWER TO SUPPORT THIS BILL AND ALLOW CHARTER SCHOOLS ACCESS TO FEDERAL FUNDING FOR THEIR PERMANENT SITES. PLEASE PASS SB 235

Signed: Nina Shaw
Testifier

Fronteras Spanish Immersion Charter School
Representing (Optional)

P.O. Box 2295 Palmer, Ak 99645
Address

373-7086
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANENT
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed: Alicia Kuleck
Testifier

Representing (Optional)
HC34 box 2174 Wasilla AK 99654
Address
907-841-9841
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated 3/1/10
Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN
BY ALLOWING THEIR SCHOOLS TO APPLY
FOR FEDERAL FUNDING NEEDED TO
SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN
CHILDREN BY PASSING SB 235 THIS
SESSION

Signed: Michelle Niland
Testifier

Representing (Optional)
1801 N LAKEVIEW DR WASILLA 99654
Address
715 1540
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
PLEASE PASS SB 235 AND CONTINUE
TO SUPPORT CHARTER SCHOOLS IN
ALASKA. THIS BILL SUPPORTS
ALASKAN CHILDREN AND EDUCATORS.
IT WILL MAKE A DIFFERENCE IN
MY CHILD'S LIFE.

Signed: *Judith*
Testifier

Representing (Optional)
PO Box 877545 Wasilla AK 99687
Address
907-357-1843
Phone number

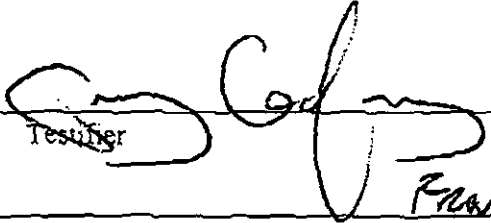


Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT THIS LEGISLATION.
THE SENATE HAS A WONDERFUL OPPORTUNITY
TO GREATER SERVE ALASKA'S CHILDREN
BY GIVING THEIR SCHOOLS THE OPPORTUNITY TO
APPLY FOR FEDERAL FUNDING FOR PERMANENT
LOCATIONS FOR THEIR SCHOOLS.
PLEASE DO ALL THAT YOU CAN TO
SUPPORT AND PASS THIS BILL

Signed: 
Testifier Franterias

Representing (Optional) _____

PO box 879507, Wasilla AK 99697
Address

376-6568 / 727-9942
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
SB 235 SUPPORTS ALASKAN CHILDREN
BY ALLOWING THEIR SCHOOLS TO APPLY
FOR FEDERAL FUNDING NEEDED TO
SECURE PERMANENT SCHOOL SITES.
PLEASE JOIN ME IN SUPPORTING ALASKAN
CHILDREN BY PASSING SB 235 THIS
SESSION

Signed: *Christopher Lantz*
Testifier

Representing (Optional)

1865 N. Kentucky Derby Dr. Palmer, AK
Address

746-3210
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I SUPPORT SB 235. I WOULD HOPE
THAT THE SENATE EDUCATION COMMITTEE
WOULD DO ALL THAT IS NECESSARY TO
PASS SB 235. SB 235 IS GOOD
FOR ALASKA'S FUTURE.
PLEASE PASS SB 235.

Signed: Steven Merritt
Testifier

Representing (Optional)
4973 S. Sailors Loop - Wasilla, AK 99654
Address
376-0893
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I AM A STRONG SUPPORTER OF SB235
I BELIEVE THAT THIS BILL WOULD
GRANTLY SUPPORT ALASKA'S SCHOOLS
AND HELP MEET THE NEEDS OF ALASKA'S
STUDENTS.
PLEASE PASS SB 235

Signed: Jennifer Burton
Testifier

Representing (Optional)

PO Box 877781
Address

376-4314
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
OUR CHARTER SCHOOLS SHOULD BE
OPEN TO FUNDING FOR ESTABLISHING
PERMANENT FACILITIES. PLEASE PASS
SB 235 AND SUPPORT OUR
SCHOOLS.

Signed: [Signature]
Testifier

Representing (Optional)
12800 E Norman Ave Palmer AK 99645
Address
907.745.1298
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

I BELIEVE IT WILL BENEFIT
ALASKA VIA SUPPORTING OUR EDUCATIONAL
SYSTEM.

PLEASE PASS SB 235

Signed: Phillip Z Beatty
Testifier

Representing (Optional)
205 E. Diamond #240 Anchorage, AK
Address

907-244-0122
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

HAVING ACCESS TO A PERMANENT LOCATION
WILL ALLOW MY CHILD'S SCHOOL TO
BETTER SERVE THEIR STUDENTS.

I BELIEVE THAT THE MONEY THE
SCHOOL COULD SAVE ON RENT AND
TAXES COULD BETTER SERVE CHILDREN,
AND THAT SB 235 SUPPORTS EDUCATION.

Signed: Tiffany Olson
Testifier

Representing (Optional)
9325 E. Santa Fe Circle Palmer, AK 99645
Address

907-715-0901
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

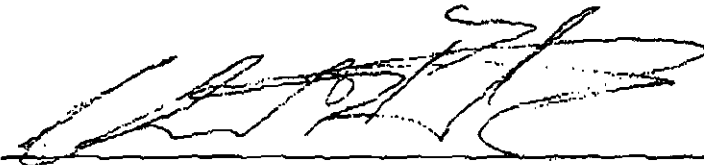
Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

MY CHILD'S CHARTER SCHOOL SHOULD
BE ABLE TO APPLY FOR FEDERAL
FUNDING FOR A PERMANENT LOCATION.

I BELIEVE THIS BILL SUPPORTS
STUDENTS AND ALASKA'S SCHOOLS.

PLEASE PASS SB 235.

Signed: 
Testifier

Representing (Optional)
950 W. Lowe Cof Drive Wasilla AK 99654
Address
907-376-7307
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I AM A STRONG SUPPORTER OF
SB 235. I ASK FOR YOUR
SUPPORT IN PASSING THIS BILL
INTO LAW SO THAT CHARTER
SCHOOLS IN ALASKA MAY RECEIVE
FUNDING FOR PERMANENT FACILITIES.

PLEASE SUPPORT SB 235

Signed: Cassie Mitchell
Testifier

Representing (Optional)
3270 N. Parkview Circle Wasilla, AK 99654
Address

(907) 864-0348
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB235.
I BELIEVE IT WILL HAVE A
POSITIVE IMPACT ON ALASKA'S CHARTER
SCHOOLS. I AM PROUD OF THE
LEGISLATORS FOR SUPPORTING ALASKA'S
CHILDREN IN THIS MANNER.
PLEASE PASS SB 235.

Signed: Tiffanie Robinson
Testifier

Representing (Optional)
PO Box 4805 PALMER AK 99645
Address

746 1364
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.

OFFERING CHARTER SCHOOLS IN ALASKA
ACCESS TO FEDERAL FUNDING FOR
PERMANENT LOCATIONS IS A GREAT
WAY TO SUPPORT EDUCATION.

THANK YOU FOR SUPPORTING SB 235

Signed: Tony Brooke
Testifier

Representing (Optional)
2700 N. Heather Way Wasilla AK 99654
Address

907-631-3071
Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235 dated _____
Bill/Subject

I STRONGLY SUPPORT SB235

I HOPE THAT THE ALASKA STATE
LEGISLATURE WILL PASS THIS BILL
AND HELP SUPPORT ALASKA'S CHARTER
SCHOOLS.

PLEASE PASS SB 235

Signed: Trina Jackson
Testifier

Representing (Optional)
PO BOX 871470 Wasilla, Alaska 99687
Address
357-4297
Phone number



Alaska State Legislature

Please enter into the record my testimony to the

House Education +
SENATE EDUCATION

Committee name

Committee on

SB

SB 235 / HB 393 / HB 382

dated

Bill/Subject

I STRONGLY SUPPORT SB 235.

SB 235 SUPPORTS ALASKAN CHILDREN
BY ALLOWING THEIR SCHOOLS TO APPLY
FOR FEDERAL FUNDING NEEDED TO
SECURE PERMANENT SCHOOL SITES.

PLEASE JOIN ME IN SUPPORTING ALASKAN
CHILDREN BY PASSING SB 235 THIS
SESSION

Signed:

James A. Jones
Testifier

Representing (Optional)

307 N. CUL KANA ST.

Address

230 1528

Phone number



Alaska State Legislature

Please enter into the record my testimony to the SENATE EDUCATION
Committee name

Committee on SB 235, dated _____
Bill/Subject

I STRONGLY SUPPORT SB 235.
ALASKA'S CHARTER SCHOOLS SHOULD
HAVE ACCESS TO FEDERAL FUNDING
FOR PERMANENT FACILITIES. PLEASE
PASS SB 235.

Signed: DERRICK DILLON
Testifier

Representing (Optional)

7543 N. GROUSE LOOP WASILLA, AK 99654
Address

(907) 387-7597
Phone number