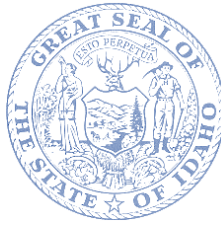


PCSC Regular Meeting.

Dec 10, 2020 9:00 AM MST

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IDAHO PUBLIC CHARTER SCHOOL COMMISSION MEETING AGENDA

Date: Thursday, December 10th, 2020

Start Time: 9:00 A.M., MST

Physical Location: 304 North 8th St., Suite 242 Boise, ID 83702, limited public seating available. The public is encouraged to participate remotely.

Remote/Public Access:

Zoom: <https://us02web.zoom.us/j/83911410716>

Zoom Dial In: 1-253-215-8782; ID: 839 1141 0716; Passcode: 380960

*this interactive meeting room is limited to 300 people; any overflow can view the meeting via You Tube livestream: <https://www.youtube.com/channel/UChV-TDWV4fvUoozmMeoPA>

I. COMMISSION WORK

- A. Agenda Review / Approval (Action Item)
- B. Minutes Review / Approval (Action Item)
- C. Meeting Calendar for FY21 / Approval (Action Item)

II. PUBLIC COMMENT

Public comment will be limited to 3 minutes per speaker. Individuals may offer oral testimony by attending in person at the meeting's physical location or by attending via Zoom and clicking the "raise hand" function during the public comment section of the meeting. Written comment may be submitted to the PCSC prior to the meeting, via mail at P.O. Box 83720, Boise, Idaho, 83720, or electronically at pcsc@osbe.idaho.gov. Written testimony will be read into the record.

III. CONSIDERATION OF NEW CHARTER PETITION (Action Item)

- A. Cardinal Academy Public Charter School

IV. DIRECTOR'S REPORT

V. LEGISLATIVE PREVIEW

VI. DISCUSSION

- A. Identifying Indicators of Distress in Charter Schools. Part I: The Role and Perspective of Charter School Authorizers.

DRAFT MEETING MINUTES

IDAHO PUBLIC CHARTER SCHOOL COMMISSION

October 8, 2020
304 N 8th St, Boise, Idaho
Zoom Meeting

This meeting was called to order by Chairman Reed at 9:00 a.m. The following Commissioners attended remotely:

Alan Reed
Brian Scigliano
Wanda Quinn
Nils Peterson
Kitty Kunz
Sherrilynn Bair
Julie VanOrden

TAB I: COMMISSION WORK

1. Agenda Review/Approval

M/S (Peterson/Scigliano) Motion to approve the agenda as presented. *The motion passed unanimously.*

2. Minutes Review/Approval

M/S (Bair/Peterson) Motion to approve the August 13, 2020 minutes as presented. *The motion passed unanimously.*

TAB II: PUBLIC COMMENT

No public comment was offered at this time. Written testimony was received from Len Crosby, Vice Chair with Kootenai Bridge Academy, concerning unrestricted cash on-hand. Director Thompson read the written testimony for the record.

TAB III: DIRECTOR REPORT

Director Thompson gave an update on enrollment projections for schools. Director Thompson mentioned the four new schools that have opened this school year.

TAB IV: CONSIDERATION OF PERFORMANCE FRAMEWORK REVISIONS

Director Thompson highlighted the proposed changes to the Performance Framework. There is an error on page 13 that will be corrected.

M/S (Quinn/Peterson) A motion to approve the proposed revisions to the Performance Framework with the correction on page 13. *The motion passed unanimously.*

TAB V: CONSIDERATION OF PERFORMANCE CERTIFICATE ADOPTIONS

Director Thompson reviewed the Performance Certificates for the two new schools, Alturas Preparatory Academy and Gem Prep Meridian South.

An error was noted in the proposed Performance Certificate for GPMS in the description of the school's primary attendance area. The sentence was confirmed and correct in the school's approved charter and staff recommended approving the performance certificate with that sentence corrected.

M/S (Peterson/Bair) A motion to approve the Alturas Preparatory Academy Performance Certificate as presented. *The motion passed unanimously.*

M/S (Peterson/Kunz) A motion to approve the Gem Prep Meridian South Performance Certificate with the minor changes on page 35.

TAB VI: ELECTION OF OFFICERS

Director Thompson explained the voting process and the two positions that are open for two year terms.

Commissioner Peterson nominated Commissioner Reed to continue serving in the capacity of Chairperson for the PCSC board. *The commission voted unanimously for Commissioner Reed to continue serving in the role of Chairperson.*

Commissioner Scigliano nominated Commissioner Bair for the position of Vice-Chairperson for the PCSC board. *The commission voted unanimously for Commissioner Bair to serve in the role of Vice-Chairperson.*

TAB VII: CONSIDERATION OF PCSC COMMITTEES

Director Thompson spoke about establishing a Finance Committee to monitor the finances and budget for the PCSC. This committee would have three members, including the Chairperson of the PCSC board.

Commissioner Reed stated that he would like the Finance Committee to include Commissioner Van Orden and Commissioner Scigliano based on their expertise in finance.

M/S (Peterson/Quinn) A motion to establish the Finance Committee with Commissioner Van Orden serving as the Chairperson and Commissioner

Scigliano and the Chairman of the PCSC serving as members. *The motion passed unanimously.*

M/S (Peterson/Scigliano) A motion to adjourn. *The motion passed unanimously.*

The meeting adjourned at 9:35 a.m.

COMMISSION WORK

1. AGENDA APPROVAL

Does the Public Charter School Commission (PCSC) have any changes or additions to the agenda?

COMMISSION ACTION

A motion to approve the agenda as submitted.

2. MINUTES APPROVAL

Does the PCSC have any changes or additions to the meeting minutes from October 8, 2020?

COMMISSION ACTION

A motion to approve the meeting minutes from October 8 as submitted.

3. COMMISSION ACTION

Proposed PCSC regular meeting dates for 2021:

February 11th

April 8th

June 10th

August 19th

October 14th

December 9th

COMMISSION ACTION

A motion to approve the proposed meeting dates for 2021 as presented.

PUBLIC COMMENT

Public comment will be limited to 3 minutes per speaker. Individuals may offer oral testimony by attending in person at the meeting's physical location or by attending via Zoom and clicking the "raise hand" function during the public comment section of the meeting. Written comment may be submitted to the PCSC prior to the meeting, via mail at P.O. Box 83720, Boise, Idaho, 83720, or electronically at pcsc@osbe.idaho.gov. Written testimony will be read into the record.

SUBJECT

Cardinal Academy Public Charter School– New Charter School Petition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-5205
IDAPA 08.02.04

BACKGROUND

Cardinal Academy Public Charter School is a proposed new public charter school to be located in Boise, Idaho. The school proposes to serve the unique needs of pregnant and parenting teens. The program focuses on completing a diploma, learning parenting skills, and college and career readiness.

The school will lease its facility and purchase services such as transportation and food service from the Salvation Army. The school will serve students in grades 9-12, and will be inclusive of at-risk students through age 21.

DISCUSSION

Please see the Petition Evaluation Report for Cardinal Academy Public Charter School for details.

IMPACT

If the PCSC approves the petition, the PCSC will have 75 days in which to execute a performance certificate with the school's governing board.

If the PCSC denies the petition, the petitioners could appeal to the State Superintendent of Public Instruction, or they could decide to not proceed further.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends that the PCSC either deny or conditionally approve the Cardinal Academy Public Charter School new charter school petition.

If the PCSC chooses to conditionally approve the petition, staff further recommends proceeding with a 3-year first term of operation. The terms of the performance certificate would be presented to the PCSC for adoption in February.

COMMISSION ACTION

A motion to approve the Cardinal Academy Public Charter School new charter school petition as presented.

OR

A motion to approve the Cardinal Academy Public Charter School new charter school petition with the following conditions:

- a. No later than May 26, 2021, the school must evidence 90% of the break-even enrollment as presented in the petition evidenced by record of accepted offers; AND
- b. No later than May 26, 2021, the school must evidence award of 100% of the anticipated grants and philanthropic dollars included in the pre-operational and break-even year 1 budgets as presented in the petition; AND
- c. No later than May 26, 2021, the school must evidence a fully executed facility lease specifying that the annual lease payment will not exceed the state reimbursement for facilities and lottery funds received by the school in any given year as described in the petition.

OR

A motion to deny the Cardinal Academy Charter School new charter school petition on the grounds that the petition does not meet the PCSC's Standards of Quality, specifically Standard II.1.b, regarding unsecured operational funds, and Standard IV.4.b, regarding lack of evidence of student demand.

*Other motions may be considered at the discretion of the commission.



IDAHO PUBLIC CHARTER SCHOOL COMMISSION
PETITION EVALUATION REPORT



Cardinal Academy Public Charter School

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
pcsc@osbe.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

9/30/2020

Petition Review Summary

Cardinal Academy Public Charter School intends to serve pregnant and parenting students from Ada County and is well-designed to provide necessary wrap-around services to a vulnerable student population in grades 9-12 and through age 21. The school not only intends to allow students to earn a high school diploma, but also to provide necessary life skills as students move into post-secondary education or other career paths.

The petitioners have experience working with the proposed student population, and exhibit enthusiasm for providing the proposed educational model to their community. The academic program is well-designed and research-based. The petition clearly explains the benefits the model will provide for the intended student body.

This petition does not meet the following standards: II.1.b, because the operations of the school are reliant on money not yet secured; and IV.4.b, because it is unclear whether the school will be able to recruit enough students to remain financially viable long-term.

Staff recommends that the PCSC either deny the petition on the grounds that it does not meet the standards noted above, or that the PCSC approve the petition on condition that the anticipated funding, enrollment, and terms of the lease agreement can be evidenced by 5/26/21.

Summary of Section Ratings

Section 1: Educational Program ↓

MEETS STANDARD

Section 2: Financial & Facilities Plan ↓

DOES NOT MEET STANDARD

Section 3: Board Capacity and Governance Structure ↓

MEETS STANDARD

Section 4: Student Demand & Primary Attendance Area ↓

DOES NOT MEET STANDARD

Section 5: School Leadership and Management ↓

MEETS STANDARD

Section 6: Virtual Schools ↓

NOT APPLICABLE

Section I: Educational Program

MEETS STANDARD

Comments

Cardinal Academy intends to serve pregnant and parenting teens by providing a layered curriculum that meets graduation requirements. The school's academic program will lean heavily on standards and elective courses geared toward developing parenting, family life, and workforce services skills.

Through community partnerships, students will have access to transportation, meals, child care, and other social services (such as housing assistance and mental health supports) to assist them in achieving graduation and meeting the needs of their new family.

The academic program is modeled on the Marian Booth Pritchett School for Pregnant and Parenting Teens, formerly a program of Boise School District. The Boise School District chose to absorb the students into their alternative school, Frank Church, and continue to serve pregnant and parenting teens in this way.

Overall, the proposed academic program is well-designed.

Strengths:

- The petition provides ample credible research supporting the need for a structured, positive learning environment for success with at-risk students.
- The two prospective leadership team members have experience with the educational model and are clearly passionate about serving this group of students.
- The school will provide invaluable daycare and wrap-around services for the proposed student population.
- The school provides additional measures of success (p. 10) outside of PCSC requirements for the educational program.

Concerns:

- No Significant Concerns.

Section II: Financial and Facilities Plan

DOES NOT MEET STANDARD

Comments

The school has long-standing relationships with several partners who have provided letters of financial and mission-driven support for the proposed school (beginning on page 117). These financially important partnerships include the Salvation Army, the J.A. and Kathryn Albertson Family Foundation, and the Bluum Foundation.

However, significant concerns remain about whether the school will be financially viable without sustained philanthropic funding. This section does not meet standard II.1.a because the operations of the school are reliant on money not yet secured.

Strengths:

- The proposed facility is a recently completed construction project that the Marian Booth Pritchett School occupied in 2019-2020. No construction time is necessary for this project, and the facilities were designed to meet the needs of this program specifically.
- The facility is owned by the Salvation Army and JKAF was a primary investor in the development of the facility. As this is an existing purpose-built facility with no current tenant, the school is in an advantageous position for occupying the facility. See page 192 for a list of community investors on this project.
- Bluum intends to provide a full scope of back-office services at no cost to the school for their pre-operational and first operational year, and has provided a detailed cost and services break-down for subsequent years beginning on page 137.

Concerns:

Enrollment Based Revenue

- The petition presents an anticipated enrollment of 120 students, with a maximum enrollment of 140 students. However, the 2019-2020 enrollment for the Marian Booth Pritchett School fell far short of that projection at between 15 - 18 students. It does not seem likely that the school will be able to meet the stated enrollment projections.
- The petition does not provide evidence that the following funds have been secured:
 - \$230,000 in fellowship funds from JKAF are anticipated during the pre-operational year. No documentation that these funds have been

awarded is included in the petition; however, the school leaders are noted as BLUUM Fellows, and these funds have been made available to all prior BLUUM Fellows.

- \$32,000 in an additional start up grant from JKAF are anticipated, but not documented.
- \$423,000 in CSP grant funds are anticipated across the first 4 years of operation. The school is not eligible to apply for these funds until it is approved by an authorizer. If approved, the school would proceed with a CSP grant application in the spring of 2021.

Facility Lease

- The petition notes that a detailed lease is not yet negotiated, but that the lease amount will be equal to the state charter school facility funding rate plus the lottery funds beginning in year 2 (page 31). If this is included in the lease, the school's lease will change based upon annual enrollment with no floor or ceiling cap. No documentation is provided evidencing that these terms have been agreed to by both parties.

Section III: Board Capacity and Governance Structure

MEETS STANDARD

Comments

The board consists of the founder and CEO of the Twiga Foundation, a former student, a worker rights and safety lobbyist, a lawyer/lobbyist for Bluum, a computer science professor and a former NACSA CEO/current Bluum representative. The board has a background with charter schools and appears intent on bringing in outside resources to help start the school. Overall, board directors are professional with pertinent experience.

PCSC staff met with the Cardinal Academy Public Charter School board of directors on November 2, 2020. A summary of that interview is included on the next page.

Strengths:

- The petition identifies training opportunities for board directors including their intent to use Board on Track (a national charter school board training tool/service) and the ISBA.
- The board provides opportunities for feedback from stakeholders.
- Board directors are working professionals with experience in finance, education policy, a variety of technical programs, and advocacy for at-risk students.

Concerns:

No Significant Concerns.

**Questions for Cardinal Academy Public Charter School
November 2nd, 2020**

Personal introductions - Please take a moment to introduce yourself and tell why you chose to serve on this board:

- Patricia Kempthorne (Board Chair)
- Emily McClure (Board Vice Chair, Lawyer, Lobbyist for Bluum)
- Catherine Olschanowsky (Assistant Professor Computer Science, BSU)
- Greg Richmond (Board Treasurer, Former NACSA CEO, Strategic Advisor to Bluum)
- Jason Hudson (Board Secretary, Lobbyist, Director of Government Affairs, Idaho AFL-CIO)
- Hannah Gayle (BSU student, Mentor - BSU Young Parent Mentor Program)
- Emily Bergstrom (Executive Director, M.A., School Counselor and Licensed Professional Counselor, Bluum Idaho New School Fellow)
- Deborah Hedden-Nicely (Director of Academics, M.A. Curriculum and Instruction, Bluum Idaho New School Fellow)

1. What do you feel are the defining characteristics of a successful public charter school?

The board feels that characteristics of a successful public charter school include a clear vision and mission, something that guides the school on a distinct path. The school should know their students, and employ great teachers to enact the vision.

A strong governing board is also very important, one that knows the role of governance. The board should be transparent, and know that communication is very important and plays a role in the overall success of the school.

2. How would you describe your team's strengths as a governing board? What training have you sought out? What training would you like to pursue in the future?

The board has a vast array of experience and strengths. The Board Chair has 30 years of experience working with similar populations to the proposed student body, and has extensive experience serving on other boards. Other board members bring a legal background, which is helpful navigating some of the decision-making processes. Board members have managed funds and developed budgets, some for several millions of dollars, and have extensive backgrounds with charter school operations and support.

The board plans on using existing ISBA training. Additionally, the board plans on using Board on Track, another training resource recommended by schools in other states. The board is also working with Bluum, and has an attorney outside the board that is providing legal advice/training.

3. What are your plans for recruiting students?

A school website was developed to provide information about the school, and advertisements will be developed to post on various media (Google, Facebook, etc.), with the hope to reach the targeted student demographic. The board hopes to see an increase in enrollment with the increased advertising, as they were not allowed to market themselves in the past several years.

4. If Cardinal Academy doesn't meet enrollment projections, what's the plan to make the school financially viable, particularly with unsecured grant money? (Help us understand what you would do as a board, as opposed to your management team).

The board believes that CDC data for Ada county supports the enrollment projections for the school, and that by recruiting slightly more than half of the targeted demographic (45 out of 80 possible students per year), and a conservative estimate of fathers (15 out of 45 previous recruited students), the school would meet its enrollment projections. The board does not plan on extending into Caldwell, but might.

In the event that enrollment projections are not met, the hope is that the school can recruit enough students to meet the break-even budget, and expenses can be brought down in order to make ends meet with less financial support based on enrollment.

5. The initial petition (submitted to the districts) proposed 60 students. Since then the number has increased to 140. What factors drove you to make that change, and what logistical challenges have come up so far, and how do you plan to address these now and into the future.

After speaking with Bluum financial, the initial enrollment projection was increased in order to more adequately fund the school. Additionally, the existing facility can house 140 students, so enrollment was also increased in order to fully utilize the facility.

6. What makes your school a "school" and not just a "program"? So far, what is the most challenging aspect of transitioning from a program to a school?

The Executive Director and Director of Academics stated that they are excited for the opportunity to not only keep the aspects of the existing program, but also build upon it and incorporate new ideas. They are excited for more financial freedom and the ability to make in-house decisions, and prioritize items. The program impacts families for a long time and is a great support, and has the support of the Salvation Army.

They are confident in their ability to make a seamless transition from a program to a school, and make the overall experience enriched and enhanced from its previous iteration as a program.

7. Do you have any questions for us? Are there any questions you have about your petition revision?

The board asked about their role in the hearing, and the PCSC Director walked through the hearing process and how the Commission makes its decision. The Director clarified that the Commission discussion would be an open discussion, and that public comment would be included in the process.

The board wanted to acknowledge the support of the Salvation Army and how phenomenal their help has been through this process.

Section IV: Student Demand and Primary Attendance Area

DOES NOT MEET STANDARD

Comments

Cardinal Academy Public Charter School's primary attendance area is Ada County. Boise, Kuna, and West Ada school districts were notified of the petitioners' intent to apply for authorization with the PCSC. However, these districts were notified of a potential impact of 60 students. As the petitioning team learned more about the cost of operating a charter school through the application process, they chose to increase the request to 140 students.

Strengths:

- The school's year-round schedule gives students opportunity to access services when other schools are out for the summer. This provides access to services this demographic needs year-round, such as child care.
- The academic program and wrap-around services are well designed to meet the particular needs of pregnant and parenting teens.
- Budget allocates more than \$10,000 for recruitment and marketing purposes, and a professional marketing team has been hired to assist with recruitment.

Concerns:

- The Marian Pritchett Booth School served 18 students in its last year of operation; Cardinal Academy intends to serve 140 students in its first year of operation. This is an ambitious goal based upon previous enrollment numbers.
- All of the traditional districts have alternative schools through which the targeted student population is already being served. PCSC staff verified with the principal of Frank Church Alternative School that during the year the Marian Booth Pritchett School closed, the 18 students enrolled in the program transitioned into Frank Church's program.
- District personnel further noted that the program's continuously low and dropping enrollment was the basis of their decision to absorb it into the alternative school.
- The petition presents pregnant and parenting teen data from the CDC Wonder database and a report from Child Trends. While the rationale for increasing enrollment and describing where the students will come from appears realistic, the actual numbers cited could not be recreated by PCSC staff using the same

database (p. 38, 39). PCSC staff remain concerned about whether there is sufficient demand for this program within the primary attendance area.

- The petitioners acknowledge that the pregnancy rate in Idaho continues to decline (page 39).
- While the chart on page 189 illustrates that the population is growing in Idaho, it does not appear to support the claim that there is a sufficient number of pregnant/parenting teens available to meet enrollment numbers.

Section V: School Leadership and Management

MEETS STANDARD

Comments

The school intends to have an Executive Director that reports directly to the governing board and that manages the school support staff, counselor, nurse, social worker, and Director of Academics. The Director of Academics will manage all certificated teachers.

The petitioning team includes the governing board and the prospective Executive Director and Director of Academics, both of whom have extensive experience with the targeted student population and the skillset to provide a solid foundation for the school. Resumes are provided on pages 97-108. Job descriptions for the prospective leadership team are also included in the petition on pages 143-145.

Deborah Heddon-Nicely, prospective Executive Director, served as the lead teacher at the Marian Booth Pritchett School. Emily Bergstrom, prospective Director of Academics, served as the counselor for the Marian Booth Pritchett School and most recently as an elementary school counselor.

While the prospective leadership team is clearly passionate and experienced in working with this demographic, the operational success of any charter school requires skill in operations and management as well as educational program design. Pages 49-50 identify targeted training for the prospective leadership team.

While this section technically meets standard, some concerns remain.

Strengths:

- The leadership team is seeking to outsource financial and back-office services to an experienced services provider. This appears to be a good support for a new team.

Concerns:

- Although the prospective Executive Director and prospective Director of Academics have a great deal of experience with the targeted demographic,

there is concern regarding whether the experience of the proposed leadership team is well matched with the necessary administrative requirements.

Section VI: Virtual Schools

NOT APPLICABLE

Comments

The petition indicates that laptops and other resources will be made available for students that cannot attend due to complications. This is also important in the current climate.

Concerns:

- There are no concerns with this section.



Cardinal

A C A D E M Y

Public Charter School

Serving 9th - 12th Grade Students
Opening August of 2021
Ada County, Idaho
Serving the Boise, West Ada, and Kuna School Districts

Submission Date: September 1, 2020
Revisions submitted: November 9, 2020

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Executive Summary

Mission Statement

Cardinal Academy will provide a rigorous academic program to pregnant and parenting teens in a supportive environment where students are prepared for parenthood, college, career and life.

Cardinal Academy Public Charter School is an alternative high school and specialty program of opportunity focusing on at-risk pregnant and parenting teens and young adults grades 9 through 12. The school is founded by veteran academic and career counselor, Emily Bergstrom, and veteran educator, Deborah Hedden-Nicely, who have almost 30 years combined experience at the former Booth Marian Pritchett School for pregnant and parenting teens and young adults in Boise. The founders will take a comprehensive approach of educating the whole person by providing students with a rigorous and relevant educational experience **and** providing on-campus wrap-around services necessary to support pregnant and parenting students staying in school. This will enable students to continue to pursue the completion of a high school education through graduation and beyond. In collaboration with an academic/career counselor, students will develop and “own” their educational future by mapping personal educational goals and plans. Students’ academic growth will be monitored using the Renaissance Learning Star Math and Reading assessments, content based formative, informal and summative assessments, and standardized statewide assessments.

According to the National Dropout Prevention Center/Network, “only about 50% of teen mothers get a high school diploma by age 22, compared with 89% of women who did not have a child during their teen years, and one-third of teen mothers never get a diploma or GED.” Who does this affect? Not only the mother/student, but their child, the community, and ultimately our State and nation. Most dropouts are unemployed and when they do get a job, they earn low wages, and as a result will be forced to rely on public and charitable support. In Ada County, according to the Centers for Disease Control WONDER Database, in 2016, there were 81 females under the age of 19 that gave birth and did not have a high school diploma. In 2017 there were ~~8281~~, and in 2018 there were 72. Clearly there is a demonstrated need to ensure young parents complete their high school education with a plan for a healthy and prosperous future. (Please see Appendix F9, Fig. 1 (page 189) for data verification from CDC WONDER.)

Cardinal Academy will operate a year-round model with an optimal enrollment of 120 students, not to exceed 140. The students will attend five days a week. Cardinal Academy’s primary focus is to ensure that the students have the opportunity to fully build their academic capacity in an environment that supports them through their pregnancy and early parenting with knowledge and life/job skills. Through intentional collaboration with our primary partner, The Salvation Army, Boise Corps, and other community partnerships and careful hiring of highly qualified faculty and staff with experience serving at-risk youth, Cardinal Academy’s primary goal is to provide a **caring learning community** in order to instill in our students a love for life-long **learning**, **empowering** them to progress to other pursuits such as college or career, thus becoming **contributing** members of their **community**. Students will acquire knowledge and essential skills for a healthy pregnancy and parenting with completion of a high school education and a plan for post-secondary education/career that affords their family a successful life.

Educational Program

Description of Educational Philosophy

Vision

*Cardinal Academy envisions a world where pregnant and parenting students up to the age of 21 are **empowered** to complete their high school education in a **caring learning community**, further their education and career paths, and become self-sustaining and **contributing** members of their **community** and local economy.*

Cardinal Academy will operate with three guiding principles:

- 1. Pregnant and parenting students should have the opportunity to engage in a rigorous and relevant educational experience that they have participated in creating and that prepares them for a prosperous future.***

Cardinal Academy will take a comprehensive approach of educating the whole person by providing students with a rigorous and relevant educational experience **and** providing on-campus wrap-around services necessary to support pregnant and parenting students staying in school. This will enable students to continue to pursue the completion of a high school education through graduation and beyond. In collaboration with an academic/career counselor, students will develop and “own” their educational future by mapping personal educational goals and plans. Students’ academic growth will be monitored using the Idaho Standards Achievement Test (ISAT), Renaissance Learning Star Math and Reading assessments, content based formative, informal, and summative assessment.

Upon enrollment, the academic/career counselor will meet with the student to develop an Individualized Learning Plan (ILP). **Together, the counselor and student will:**

- Examine, consider, and develop student’s pursuits, career interests and aptitudes;
- Discuss transcripts and any standardized test scores, such as the Idaho Standards Achievement Test (ISATs), Scholastic Achievement Test (SAT), or American College Testing (ACT);
- Upon enrollment each student will take the Renaissance Star math and reading assessments to determine an entry baseline;
- Map out short-term and long-term goals; and,
- Develop a learning plan, including specific courses, internships, and apprenticeships.

Throughout their tenure at Cardinal Academy, students will continue to work with the academic/career counselor to:

- Enroll in TRiO to explore career choices, and the education, years of course study required, and funding needed to attain those careers;
- Work on financial aid to complete post-secondary goals; and,
- Monitor progress of goals and academic achievement that will lead to goal attainment.

Individualized Learning Plans will be distributed and discussed among the teachers in order for meaningful, relevant lesson development through the use of Layered Curriculum (See Layered Curriculum under Instructional Model). Cardinal Academy will provide students with content that is rigorous, learner-centered, connected to their self-created ILP, and integrated with skills to prepare them for the workplace, university or college. Layered Curriculum unit lessons are created to scaffold, individualize, and differentiate learning. Each layer builds on students' learning and moves from acquiring knowledge, to transfer of knowledge by applying and demonstrating what students have learned.

2. *Pregnant and parenting students need basic essential support in order for learning to occur.*

Young students that become pregnant need specialized support to develop skills and earn credentials critical to their success as adults and as parents. Providing essential support during this critical time can help to avoid a life of poverty and dependence on public or charitable assistance. Cardinal Academy's educational plan leverages years of experience working with this at-risk population with a customized program meeting the complex individual needs of each student. Our philosophy centers around building a stable foundation where a student can continue to learn, develop a growth mindset, and take control of their future.

*Pregnant and parenting teens need a **safe** learning environment free of prejudice.* Many young women who become pregnant have already had one or more Adverse Childhood Experiences (ACES) and trauma in their life (Hillis, et al, 2014). Becoming pregnant at an early age is just one more. The prejudice faced by pregnant and parenting students presents a great educational barrier (NWLC, 2011). ([Click here for link to video about Adverse Childhood Experiences](#))

Cardinal Academy's founding staff members, Emily Bergstrom and Deborah Hedden-Nicely, have more than 30 combined years of experience working with pregnant and parenting teens. As long-time staff members at the former Booth Marian Pritchett School (BMPS) in Boise, Emily and Deborah have learned that most students chose to attend BMPS to escape the stigma associated with being pregnant, or being a young parent, in a traditional high school.

Teen parents are often judged harshly by their peers and sometimes by adults who do not understand their situation. This contributes to the high dropout rate for young parents. Louree Ortiz, BMPS 2020 graduate said, "I was scared and alone when I found out at 15 years old that I was pregnant. So many people called me names and I lost my 'friends.' I tried to hide my pregnancy for so long, but people finally started staring. I went to a private school and all I got was whispers to the point I wasn't going to school. I dropped out and my whole family was disappointed. I just cried everyday not knowing what to do. I then found out about this teen mom school. I felt so welcomed and all of the teen moms were so excited to talk to me and tell me their stories."

When the Boise School District closed the Booth Marian Pritchett School in May of 2020, they intended for any pregnant and parenting students to attend the alternative high school. Another student at BMPS, who will be a sophomore next year, said she did not want to attend Frank Church High School because "...the kids there are troubled and I wouldn't feel safe and I would not be happy going there. They say it's not a school for troubled kids, but that is exactly what it

is. I'm trying to better my life, not make it worse.” She adds that she transferred from a West Ada high school because “being pregnant around a bunch of immature teens does not make the social aspect part of school good.”



Maslow's hierarchy of needs

Figure 1: “Students in classrooms or training courses may be distracted. They have other considerations running through their minds, such as their other classes, personal lives, friendships, hobbies, physical distractions like hunger or tiredness, and so much more. When students are sidetracked by these or any other issues, their own education and accomplishment may be prioritized below their more immediate needs. Why is this? One human psychologist suggests that this occurs because immediate needs determine the immediate action of the student. When they are worried about these things, they focus solely on those distractions. Those preoccupations will take priority over education and accomplishment. What’s the best way to capture our students’ attention and get them to prioritize education? Teachers can assist students in eliminating their distractions, allowing the student’s top priority to become course material, education, and accomplishment.” **Source:** <https://educationlibrary.org/maslows-hierarchy-of-needs-in-education/>

*Pregnant and parenting teens must have **basic needs** met for successful learning.* Attending to the bottom of Jacob Maslow’s hierarchy (Fig. 1), Cardinal Academy will remove barriers such as transportation, lack of resources for food, living, childcare, and stigma. Through collaborative community partnerships essential services will be provided on-campus, in a caring and nurturing environment, facilitating academic study focused on students achieving their highest academic potential. Cardinal Academy’s most important partnership is with The Salvation Army, Boise Corps, who has served pregnant young women for almost 100 years. The Salvation Army will lease Cardinal Academy their new

state-of-the-art school building, will provide food services and student transportation. Additional student services provided by The Salvation Army include coordinating with the on-site childcare, awarding child care payment scholarships, social work services, and operation of the student store.

According to a Bill and Melinda Gates Foundation survey (2011), pregnant and parenting students expressed that they would have stayed in school if their school provided necessary services and “demanded more of them”. Many pregnant and parenting students are considered low academic achievers; and perhaps, on paper, it appears that way. Cardinal Academy, like the Booth Marian Pritchett School before it, will be a place where students can achieve great heights academically while participating in a learning community filled with inquiry, curiosity, and inspiration, when given assistance with basic needs.

Students will be continuously moving forward to meet individual achievement goals in order to reach post-secondary education or career potential. According to the U.S. Department of Education, Office of Civil Rights publication, *Supporting Academic Success of Pregnant and Parenting Students* (June 2013), Title IX **does not require** school districts, their high schools or their alternative high schools, to establish programs designed to support teen parents, such as on-campus pre- and post-natal classes, child development and life skills classes or provide child care or early learning opportunities for students' child(ren), or provide physical and mental health, WIC and Head Start appointments. However, Title IX **does protect** a pregnant or parenting student from being asked to leave their regular or alternative school due to her pregnancy. But pregnant and parenting students are still left to struggle with attending to the needs of being pregnant or managing a baby by themselves, leaving no time or energy for academics.

*Pregnant and parenting teens need a **stable and consistent** environment.* When a young student becomes pregnant their life can seem to spiral out of control and many lose hope and drop out of school, condemning themselves to a life of poverty and dependence on public and charitable assistance. Teen mothers have lower levels of socioeconomic attainment than their childless peers: they are less likely to complete high school, attend college, or earn a bachelor's degree, and they tend to earn less and are more likely to experience poverty (Diaz and Fiel 2016). Further, children of teenage mothers exhibit lower cognitive and noncognitive skills and are more likely to become parents as teenagers themselves (Diaz and Fiel, 2016). Single mothers without a high school diploma are almost five times more likely to live in poverty and depend on public assistance than a single mother with a bachelor's degree (IWPR, 2015). According to the National Dropout Prevention Center/Network, 50 percent of pregnant teens dropout of school and do not complete their high school education. Less than 2 percent go on to higher education. Cardinal Academy will be a safe, caring community where vulnerable students will receive comprehensive wrap-around social, mental, medical, and child care services on campus by trusted staff members. Providing these services will support students in focusing on their academics to move them toward proficiency, and onto their college and career goals.

3. ***Pregnant and parenting students will benefit from a values-driven school culture that empowers them to be life-long learners who are engaged in civic pursuits and contribute to their community.***

Cardinal Academy's core values were established to embed the following elements into the school community. The core values will be practiced by all students, faculty, staff, and collaborators of the school, throughout the campus and in our daily interactions.

Core Values

Learning. Cardinal Academy believes that learning is fundamental and leads to a multitude of opportunities for our students. Learning will empower and equip our students with the knowledge, skills, and critical thinking that will enable them to pursue a life of learning and apply that learning to gain prosperity and contribute to their community.

Empowering. Cardinal Academy believes that students will flourish in an environment focused on a growth mindset, resilience, hard work and perseverance. Students who are empowered with a growth mindset welcome challenges, persevere when tested, and see effort as a way to learn as a life-long pursuit. Empowerment focuses on a student’s ability to bounce back from challenges, possess courage and resolve, and instills confidence in pursuit of their high school education and transition into career or college.

Contributing. Cardinal Academy believes in inspiring community engagement and civic responsibility in our students, first by contributing to their school community. Through content courses, collaborating partnership opportunities, community service projects, mentorships, and internships, the teachers, mentors, and collaborating partners will lead by example and show students how contributing to their communities in a variety of ways, makes a better place for all.

Caring. Cardinal Academy believes that when students are recipients of a caring environment and atmosphere, they themselves will take on this perspective and care about others, their school, and community. In an article for the Journal of Online Learning Research, Karis K. Barnett of The University of Central Oklahoma stated there are numerous studies addressing what effects at-risk students and dropout rates (2016). “One such influence is the essential concept of caring...caring can be conveyed through active teacher/student relationships.” (Barnett, 2016) When caring, understanding, and support is practiced together with learning, students are empowered and inspired to attend school, learn, and succeed.

Community. Cardinal Academy believes in establishing a caring school community where students enjoy learning, which empowers them to complete their high school education and embark on a career or college experience leading to opportunities and choices for prosperity and economic and civic contribution.

Student Academic Achievement Standards

The mission of Cardinal Academy is to provide a rigorous academic program in a supportive environment where students are prepared for parenthood, college, career, and life. Cardinal Academy’s academic goals are directly connected to that mission and establish high expectations for the school’s students.

First and foremost, the school’s goals fully align to meet or exceed the academic standards of the Public Charter School Commission’s Performance Framework:

	Meets	Exceeds
Math and ELA Proficiency	Proficiency is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.	Proficiency is greater than one standard deviation above the mean of the identified comparison group or in the 90 th percentile of all Idaho public schools.

College and Career Readiness	a 4-year or 5-year ACGR is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group.	Greater than one standard deviation above the identified comparison group or is equal to 100 percent.
Literacy Proficiency	Proficiency on the spring administration of the statewide literacy assessment is equal to the mean or falls between the mean and one standard deviation above the mean of the identified comparison group; OR the fall to spring change in proficiency rate is between 10 percent and 19 percent.	Proficiency on the spring administration of the statewide literacy assessment is greater than one standard deviation above the mean of the identified comparison group; OR the fall to spring change in proficiency rate is 20 percent or greater.
Alternative Math and ELA Content Mastery	The percentage of continuously enrolled students who have either already completed ELA/Math graduation requirements or successfully earned credit for the equivalent of one year of instruction is equal to or up to 10 percent greater than the school's percentage in the previous year.	The percentage of continuously enrolled students who have either already completed ELA/Math graduation requirements or successfully earned credit for the equivalent of one year of instruction is more than 10 percent greater than the school's percentage in the previous year; OR the percentage in the current year is greater than 80 percent.

Alternative 9-12 Progress Toward Graduation	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days but not continuously enrolled) or completed 11 ½ credits (if continuously enrolled) is equal to or up to 10 percent above the school's percentage in the previous year.	The percentage of students who either completed 3 credits for every 45 days enrolled (if enrolled for at least 45 days but not continuously enrolled) or completed 11 ½ credits (if continuously enrolled) is more than 10 percent above the school's percentage in the previous year, OR the percentage in the current year is greater than 80 percent.
Alternative College and Career Readiness	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is equal to or up to 10 percent greater than the school's percentage in the previous year.	The percentage of the not continuously enrolled students who were enrolled for at least 45 days and were eligible to graduate in the same academic year (plus summer) who graduated is more than 10 percent greater than the school's percentage in the previous year, OR the percentage in the current year is greater than 75 percent.

Because of Cardinal Academy's unique student population, the school will be applying for alternative school status and plans to include the Commission's alternative school standards among its academic goals.

In addition to the Public Charter School Commission's academic standard, Cardinal Academy has established the following high standards:

- 100 percent of graduating students will pass the state civics exam;
- 90 percent of students will (a) have established career goals or secured a job in a career of choice, or (b) have been accepted by a post-secondary institution; and,
- 90 percent of students will be proficient in the knowledge and skills for a healthy pregnancy, child development, and other parenting best practices, as measured by school-developed assessments.

Statewide and Standardized Assessments

Cardinal Academy students will participate in all state-mandated testing as required by Idaho Code, including ISAT, ISAT Alt, PSAT and SAT. The school's Director of Academics will be responsible for testing, and ensuring the testing procedures outlined by the Idaho State Department of Education (SDE) are followed. Students will take the standardized tests during the state-mandated testing windows as outlined by the SDE. Teachers will use time in the Professional Learning Communities (PLC) to analyze, evaluate, and discuss the data in order to inform and adjust instruction to align with the needs of the students.

Formative and Summative Assessments

Cardinal Academy will utilize both formative and summative assessments to measure student progress. Teachers will use the data from these assessments to inform and plan their instruction and ensure students are progressing toward their ILP goals. Informal assessments will occur in classrooms where teachers use strategies such as oral defense or exit tickets to assess students' learning. Summative assessments will be utilized at the end of content units. A variety of summative assessments will be utilized. For example, a written essay, a research paper or oral defense presentation, a completed project, or a paper and pencil test. Summative assessments will be aligned to the standards.

All students will take a college entrance exam during their junior year and the civics exam during their senior year. Additionally, each student will complete a senior project. The senior project is intended to be a culmination of each student's academic knowledge, skills, and experiences from their high school career. The project encourages students to think about issues, challenges, and problems, and to seek answers by developing higher order thinking questions that direct their inquiry to find research-based answers that are then produced in a written argument, portfolio, presentation, or product. Students will learn to cite evidence of their claims within a written document and in a works cited page. **These are the skills students will need at university or college as well as in the workplace.** This project will be an opportunity for thoughtful reflection on how a parenting students' goals may have morphed throughout high school and their goals following graduation.

Description of Key Design Elements, Curricula, Tools and Instructional Methods

Cardinal Academy will be a year-round, five-days a week school in order to provide continuity in learning and to prevent a break in the essential wrap-around services that our students and growing families need and depend on during this critical time in their education and life. Missing almost three months during the summer severs ties to not only learning, but to the trusted faculty and staff, and services such as WIC, pregnancy and parenting classes, the school store, and quality childcare. Learning gaps and lack of services can trigger adverse experiences that lead to dropout and other negative consequences. Keeping students at Cardinal Academy engaged and inspired in their academics as well as their growing knowledge of pregnancy and parenthood, is critical to their success. Barnett (2016) states that when at-risk students are out of school too long, they can become isolated and estranged from school, and dropping out can occur. She goes

on to say that “school engagement and school membership,” are key to preventing students dropping out of school.

Academic learning at Cardinal Academy will be aligned to the **Idaho State Standards** and will provide highly rigorous, learner-centered, differentiated learning. In her article, Barnett (2016) states that effective at-risk programs and strategies for at-risk students include “customized approaches, individualized instruction, low-student teacher ratio, and distinctive curriculum and instructional methods.” Cardinal Academy class size will average 12-15 students and courses will correspond with students' individual learning plans (ILP) and with their college or career goals. Under the guidance of the academic/career counselor, students will understand *why* they are taking particular courses, and *how* the courses are connected to their goals. All highly qualified faculty will be well informed of students' plans in order to support instruction and differentiation. Students having goals embedded in a learning plan that they themselves have developed, will promote confidence and security that accomplishments in school will lead to participation in a career of choice, earning a salary that enables financial support for themselves and their family resulting in a life of success and contribution.

Students will be provided with opportunities to take AP and Dual Credit courses. AP will be offered on campus through our partnership with Boise State University's Computer Science program. Additional AP courses can be accessed through on-line learning platforms such as the Idaho Digital Learning Academy. Dual Credit can be accessed from school or through College of Western Idaho's Ada County campus due to its proximity to Cardinal Academy. Students will be encouraged to take advantage of Advanced Opportunities to take more rigorous courses and, in some cases, facilitate early graduation.

Students at Cardinal Academy will **complete the High School Graduation Minimum Requirements as set forth by the Idaho State Department of Education and IDAPA 08.02.03, 104, 105, and 106, earning at least 46 credits.**

Curricula and Course Descriptions

Literature and Humanities

Cardinal Academy will **offer 8 credits of English Language Arts**. Cardinal Academy will utilize the Baltimore County Public Schools curriculum for ELA. This curriculum aligns with Idaho Core State Standards, is guided by essential questions, and provides end of unit and end of course assessments. The curriculum makes meaningful, relevant connections between the literature and students' contemporary lives, engaging them and immersing them in literary study that they perceive as interesting. **At least 7 credits of the core Social Studies courses** will be offered at Cardinal Academy. Curriculum from iCivics, JA Economics, New Visions for Public School will be utilized.

Throughout the study of literature and humanities, students will be challenged to analyze and interpret information, and synthesize information in writing. Students will access diverse and varied assigned texts, develop and conduct inquiry-based projects using their knowledge, producing a written argument that demonstrates discourse about the chosen topic. In addition,

cultural, social, geographical, and historical context will be analyzed and compared with contemporary issues for students to make meaningful, relevant connections to their studies. Lessons are active and engaging and engender conversations, including interactive simulations encouraging teamwork and cooperative learning. Much of the curricular materials offer high quality digital resources that are easily adapted and differentiated for at-risk learners in the classroom and provide end of unit and end of course assessments.

Math and Science

At least 6 credits of core Math classes will be offered. Cardinal Academy plans to use the student-centered, problem-based and Idaho Core Standards aligned College Preparatory Math (CPM) curriculum. These instructional materials work well with at-risk students as they emphasize students working in small groups or pairs to combine efforts in solving real-life scenarios with math problem solving. The course materials balance procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension).

Cardinal Academy will offer **6 credits in Science**. The science courses will be lab and inquiry-based with emphasis on projects, observations and investigation in the classroom and field studies. Students answer a central question for themselves, discovering learning through a series of guided discussions, experiments, and hands-on activities over several class periods. Each unit incorporates a culminating project as the final assessment in which students research a topic, synthesize their research and apply and demonstrate what they know.

A **Physical Education** course will be offered to all students and will include personal health and physical fitness. Students will learn about the benefits of physical exercise, healthy nutrition, self-care, mindfulness, yoga, and meditation.

Electives

Cardinal Academy students will need to complete **at least 17 elective credits**. Through the new program under the Idaho Division of Career Technical Education, the school will offer several electives in **Business Education and Family and Consumer Science**.

The business teacher and school leaders will collaborate with industry experts to form a technical advisory committee for Business Education. The elective offerings are critical in developing students' computer knowledge and skills, as well as preparing them for career, college and personal use. Additionally, the elective choices are centered on empowering teens and young adults to make informed personal financial decisions, while providing practical, real-life connections to our students' lives and increasing relevance and meaning for them.

The Family and Consumer Science teacher will also form a technical advisory committee for Family and Consumer Science Education. Courses such as Child Development allows students to learn the importance of reading to their child beginning at an early age as well as playing fun basic math games and using math manipulatives to teach math. Instruction on the relevance of literacy and numeracy at an early age, and of imagination-play, is also part of the elective course. Students can utilize the brand new on-campus child care facility for their children, newborn to 5-

years, and preschool classes will be available to students' children when they reach age three. Head Start will be on campus to enlist the students from pregnancy through to when the child(ren) is eligible for Head Start classes.

In addition to the above electives, Cardinal Academy will offer a critically important course, the **Resilience and Well-being elective**. This class will cover such topics as: Child Development; Pregnancy and Parenting; Food and Nutrition; Resilience and grit (Angela Duckworth); Self-regulation through mindfulness and meditation; Growth Mindset (Carol Dweck); Legal matters for parents; Vulnerability (Brene Brown); Brain Development and learning; Personal and Consumer finance; Decision Making; and, Healthy Relationships and Communication.

Cardinal Academy is decisively affecting two generations: our students, and their child(ren), who will become students in the near future. The Resilience and Well-Being course study includes classes that instruct students on healthy pregnancy for a healthy outcome, food and nutrition for mom, baby and family, and current information and skills with regard to parenting and child development.

Content Area	Course Offering	Credits Earned
Literature and Humanities	English I	2
	English II	2
	English III	2
	English IV	2
	American Government	2
	Economics	1
	US History I	2
	US History II	2
	Speech	1
Math and Science *in addition to Algebra and Geometry, students must have 2 more credits of Math during their senior year for a total of 6	Algebra	2
	Geometry	2
	Algebra II *	2
	Pre-Calculus*	2
	Calculus*	2
	Physical Science	2
	Biology	2
	Environmental Science	2
	Physical Education	1-2

Electives	Business Education	
	Computer Applications	1
	Personal Finance	1
	Bookkeeping	1
	Foundations in Marketing	1
	Entrepreneurship	1
	Family & Consumer Science	
	Parenting and Child Development	1-2
	Adult Living I & II	1-2
	Healthy Living, Healthy World	1
	Nutrition & Foods	1
	Early Childhood Professions I & II	2-4
	Education Assistant I & II	4-8
	Other	
	Resilience & Well-Being	1-2
	Work-Based Learning	1-4

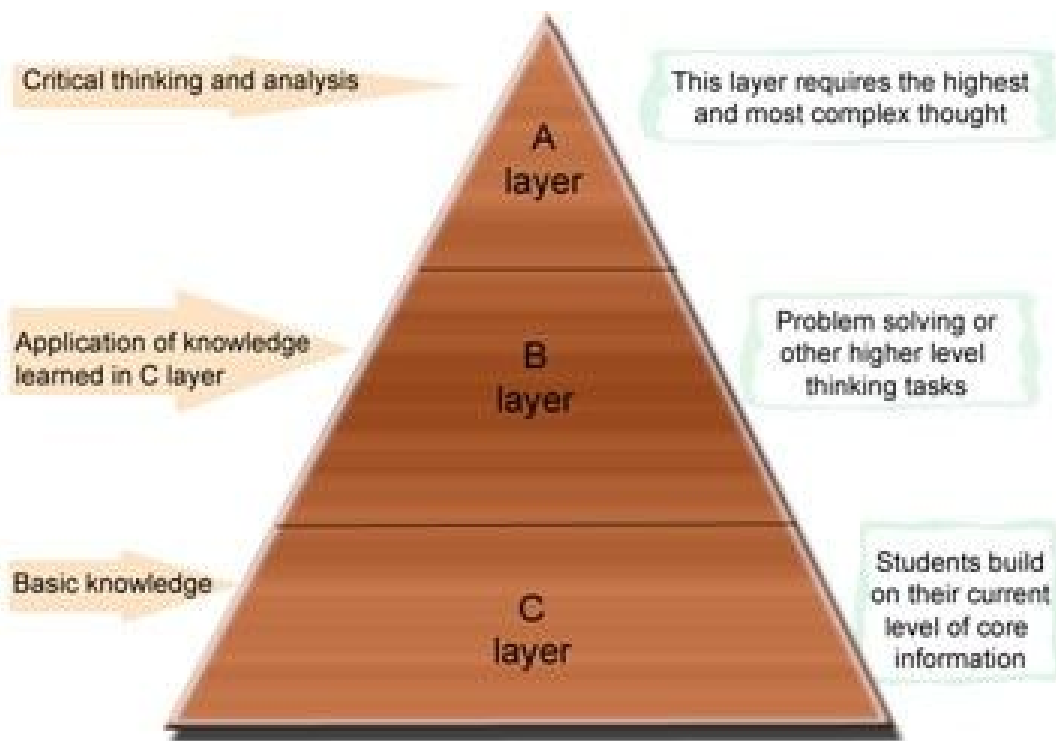
❖ See Appendix F67 for more detailed information on curriculum.

Instructional Model

Cardinal Academy will employ the **Layered Curriculum** instructional model developed and used by Kathie F. Nunley. Ed.D. (Curriculum Vitae, Dr. Nunley: <http://help4teachers.com/about.htm>)

The main elements of the Layered Curriculum Instructional Model include:

- Individualized instruction;
- Differentiated assignments and assessments;
- Different expectations for different students even with the same assignment;
- Same objectives, different ways of achieving them; and,
- Emphasis on personal growth from different starting points.



<https://www.edunators.com/articles/classroom-strategies/differentiating-instruction-using-layered-curriculum>

Students begin with **Layer C** to build background, knowledge and activate prior knowledge. This layer consists of a wide variety of assignment **choices**. Students learn basic facts, content, skills, and vocabulary. **Layer B** involves application and problem-solving. The **B** layer offers an assortment of projects or labs and other problem solving activities to **choose** from which allow students to **demonstrate** an application of the knowledge and skills gained in the **Layer C**. **Layer A** moves students into critical thinking and analysis. The **A** layer requires students to critically analyze a current issue of their choice in the real world which relates to the unit of study.

John J. Medina, Professor of Bioengineering at the University of Washington, and author of the book *Brain Rules*, says “*Individually, the worst kind of stress is the feeling that you have no control over the problem - you are helpless.*” (Medina 2014) What can help alleviate the stress of having no control? Dr. Medina says **choice**. According to Dr. Nunley, when the brain is on constant guard, in fight or flight, victim mode, it is difficult to be creative or learn. Most of Cardinal Academy’s students have experienced and/or continue to experience adverse childhood experiences and trauma. They have little or no control over their life. Affording the students some choice in their educational pathway and goals, as well as in their daily lessons allows students to have a sense of control, thus allowing them to fully engage in academics. Dr. Nunley further says that “*offering even a simple choice allows students to shift out of their primitive brain, allowing their higher brain (cortex) to engage which gives them the opportunity to be the master of their learning.*” (Nunley 2004)

According to Dr. Medina, the brain processes meaning before detail and “likes” hierarchy, processing from the general to the specific. The Layered Curriculum starts with the general idea of a unit of study, **Layer C**, then digs deeper into the specifics through application in **Layers B** and **A**. Dr. Medina further says, “*...the relationship between repetition and memory is clear. **Deliberately re-expose yourself** to information if you want to retrieve it later. **Deliberately re-expose yourself** to information more elaborately if you want to remember more of the details. **Deliberately re-expose yourself** to the information more elaborately and in fixed, spaced intervals if you want the retrieval to be as vivid as possible.*” (Medina 2014) Layered Curriculum is a hierarchical system of learning which starts with core concepts and meaning (**Layer C**), then **re-exposes** students more elaborately by applying knowledge and demonstrate understanding (**Layer B**), concluding with **more exposure** by asking students to think critically about how the information connects to their world today (**Layer A**).

Accountability is paramount in the Layered Curriculum Instructional Model and is accomplished through **daily individual oral defense or exit tickets**, and:

- small group discussion;
- written quizzes and tests;
- daily and/or weekly check in with the teacher; and/or,
- presenting research projects.

There are many approaches built into the Layered Curriculum for students of all academic abilities to substantiate what they know, demonstrate the application of that knowledge, and think critically about the content. Teachers are responsive throughout the classroom, engaging with students in question/answer sessions and discussions as students continually relate to the teachers what they are learning.

Layered Curriculum content units can be fully electronic and shared for use in the classroom or at home during maternity leave, when a student or her/his child is sick, or during situations like the Covid-19 pandemic. Assignments can be turned into Google Classroom, and immediate formative feedback is shared using the *Comment* mode. Google Hangouts can be utilized for virtual instruction, discussions, and question/answer sessions.

Additionally, Google Classroom allows teachers and students to expand learning beyond the walls of the classroom. As aforementioned, students are able to access learning while on bedrest, during maternity leave or when a family member falls ill. Further, Cardinal Academy students will be familiar with the blended learning model in the event of another pandemic.

Benefits of Block Scheduling

Cardinal Academy will utilize the AB|AB|A and AB|AB|B block scheduling format for classes. For at-risk students, this schedule has many benefits: concentration on fewer classes enabling students to focus and learn more deeply toward mastery. The day is less hectic with more time in class learning with teachers' attention and peer collaboration. And students can finish high school early or easily recover lost credits. According to a study conducted by The LAB, a program of The Education Alliance at Brown University, "Time determines class schedules, structures the curriculum, influences teaching, and shapes the interactions between teachers and students... Time is lost in passing between classes, maintaining discipline, structuring classroom activities, and recordkeeping (1998)." Scheduling is critical and has far-reaching effects. Block scheduling with fewer class periods, saves time in passing, in recordkeeping, and provides more time for classroom learning, activities, projects and labs. Superintendent Cedric G. Clark says in an article for the National Association of Secondary Principals, that block scheduling provides more time in class, fewer classes and less information for students to process, and allows students the time to master concepts and develop skills (Clark, 2018).

- **Learning:** With block scheduling there is more time for teachers to develop ideas and concepts in-depth, and for students to apply and demonstrate those concepts during the same period with teacher attention and scaffolding. Block scheduling is well suited for various types of activities and assessments, including project-based learning, scientific labs, field studies, field trips, and presentations. Block scheduling allows more time for students to interact with teachers and work collaboratively with peers.
- **Focus:** Students can focus on fewer content areas in a day, more in depth, thus mastering a topic of study rather than surveying it. With longer and fewer classes, learning is not as fragmented, and students spend less time in the halls changing classes and more time in class learning.
- **Flexibility:** Block scheduling allows students to earn two more credits per year than the six or seven period day, enabling students to finish high school early. Block scheduling also enables students to recover credits without falling too far behind.
- **Interaction:** With fewer classes and longer class times, students will spend more time collaborating with their peers and teachers, and developing trusting relationships, an essential factor for learning for at-risk students. Also, teachers develop their Funds of Knowledge of students and can create lessons that intersect content with students' interests.
- **Calm Environment:** Block scheduling is less frantic with less changing of classrooms and content to study. Students can get more done in class with the scaffolding and attention of the teacher and have less homework. Homework is a barrier to completing

high school for parenting students who need to attend to their child(ren) when at home or who must work in the off-school hours to support themselves and their families.

Strategies for Effectively Serving Special Populations

Cardinal Academy is uniquely equipped to serve special populations due to its small size and experienced staff. Our year round calendar expands access to services for all students. We recognize each student's learning path is individual and will serve students with diverse cognitive, physical and social and emotional needs. This will include English Learners (EL), students with intellectual, social emotional and physical disabilities, and Gifted and Talented Learners. Each student will receive equal access to educational opportunities. All of our students will learn in the least restrictive environment in the general education classes. Teachers will modify, differentiate, and accommodate for individual students' learning needs. This is readily accomplished with Layered Curriculum. The main elements of Layered Curriculum are individualization of instruction, differentiated assignments and assessments, different expectations for different students even with the same assignment, same objectives, different ways of achieving them; and an emphasis on personal growth from different starting points. Teachers can differentiate, for example, with assignment and assessment choices, shorter assignments and assessments, and reading assessments aloud to students.

Cardinal Academy's anticipated demographics: 20 percent Special Education, 90 percent Free and Reduced Lunch, 20 percent English Learners, and 15 percent homeless/foster care.

Cardinal Academy's supports for these special populations include:

- Bus services within the attendance zone beginning in year 1;
- Free breakfast and lunch program beginning in year 1;
- Work with our collaborative partner, The Salvation Army, to provide child care, and to provide child care scholarships and assistance in applying for the Idaho Child Care Program (ICCP), a program to help students pay for child care beginning year 1;
- Staff development on working with students and families from low socioeconomic situations;
- Staff development on incorporating effective EL strategies;
- Staff development on working with students with disabilities;
- Support for students and their families by partnering with community organizations;
- Teaching self-regulation and conflict resolution skills to all students;
- Contracting services for Speech Language Pathologists, Physical Therapy, Occupational Therapy and educational psychological testing as necessary;
- Cardinal Academy will hire a special education teacher its first year. The special education teacher will work with all members of the IEP team (parents, teachers, administrators and related service providers) to develop data-based, individualized educational plans that are aligned with student needs. This teacher will begin his or her contract earlier than the other teachers to ensure that SPED students are accommodated on the first day of school. Prior to the SPED teacher's contract, the Executive Director and Director of Academics will consult with the special education consultant for Bluum if any legal compliance questions or concerns arise.

- Special education teacher collaboration with building staff implementing guidelines outlined in IDEA, Child Find and the Idaho Special Education Manual;
- An academic interventionist will be hired to work alongside the special education teacher and students to ensure students are receiving necessary support; and,
- Cardinal Academy faculty and staff will participate in professional development focused on working with students from low income, English learner, and traumatized backgrounds.

Child Find

Cardinal Academy will develop a Response to Intervention (RTI) process that addresses building-wide intervention needs for all students. The RTI team will work together to gather parent input, review data, problem-solve, and develop/adjust interventions for students needing specific targeted instruction in academic, behavioral, and/or social domains. The team will monitor student progress regularly to assure that any referrals to consider consent for evaluation are considered as appropriate.

Discipline

Cardinal Academy believes in restorative practices which focuses on mediation and agreement rather than punishment. The guidelines provided by the IDEA and the Idaho Special Education Manual will be followed in regards to disciplining students with disabilities. If a student currently has a Behavior Intervention Plan (BIP), the plan will be reviewed to determine if intervention and response steps were implemented appropriately in a given disciplinary situation. If a BIP is not in place, the IEP team will meet to determine if a Functional Behavioral Assessment is appropriate. A Behavior Intervention Plan may be implemented if the special education team determines that the behavior of the student impacts their learning and/or the learning of others. This intervention, if deemed necessary, would be included in the IEP.

Counseling, both individual and group, will be available to all students, including those with disabilities. Mental wellness is a priority at Cardinal Academy. We believe all at-risk students should have access to this service on-site.

Gifted and Talented

Gifted and Talented students will be provided with accelerated programs and enrichment of curriculum to provide a challenging educational experience.

English Language Learners (ELs)

Cardinal Academy will use a home-language survey upon student enrollment to identify English Learners as defined by Title III and IX of the ESEA. Students for whom English is a second language will be assessed using the EL placement test.

Cardinal Academy will use instructional approaches such as Sheltered Instructional Observation Protocol (SIOP) to support ELs across the curriculum. Students will work towards proficiency in reading, writing, speaking and listening. An Educational Learning Plan (ELP) including

curriculum, teaching strategies, academic goals and assessment accommodations will be developed.

Student growth will be monitored and students can be exited from the EL program once they meet recommended levels of proficiency on the Idaho English Language Proficiency Assessment or other assessments.

Section 504

Any student with a mental or physical impairment that substantially limits one or more major life activity is entitled to a Section 504 Accommodation Plan. Once identified, a team of knowledgeable individuals, including the student's parents will move forward with the Section 504 process. Section 504 is not special education. The 504 process will be coordinated by the school counselor. Section 504 responsibilities are clearly outlined and will be followed by Cardinal Academy. The Board of Directors will develop a process for grievance and 504 hearing procedures for Cardinal Academy.

Title IX

Pregnant and parenting students are protected under Title IX of the Education Amendments of 1972. Students are encouraged to take two weeks (14 days) off of school for a regular birth and three weeks (21 days) off of school for a cesarean birth. These are the generally accepted "medically necessary" time periods agreed to by the student's medical provider. Students are able to make up all work missed due to pregnancy related conditions, including childbirth, and are encouraged to complete work from home to the best of their ability. Blended learning allows for greater access to teachers and class work during times of absence. Students are allowed reasonable breaks to access private spaces for breast milk expression and are allowed and encouraged to feed their newborn children in the classroom to the degree which they are comfortable.

We educate students about their legal right to attend any school they desire while pregnant and parenting. They are not required to attend a special program and sometimes feel forced to do so due to discriminatory leave policies. However, most pregnant and parenting students will be drawn to enroll in our program due to access to affordable childcare, being part of a community of peers who understand the joys and challenges of being a young parent, supportive staff and the broad range of other services provided by Cardinal Academy.

Homeless and Housing-Unstable Student

Pregnant and parenting students sometimes face homelessness or housing instability. In fact, pregnancy can be a risk factor for homelessness. At Cardinal Academy, homeless students will work with social workers to ensure their needs are being met and that all possible measures are taken to try to keep them in school. These services may include connecting them to services for stable housing, providing meals, allowing use of laundry facilities and showers, counseling, and others. Homeless teen mothers are at increased risk for further pregnancies, sexual abuse, mental

health issues and dropping out of school (McCoy, 2015). Additionally, Cardinal Academy will adhere to the guidelines of the McKinney-Vento Act.

Multidisciplinary Team

There will be a weekly MDT meeting including the Executive Director, Director of Academics, academic/career counselor, school nurse, school social worker, and The Salvation Army social worker, to discuss student concerns, needs, and solutions.

Professional Development Plan

Cardinal Academy staff share the common mission of serving the whole student. By providing high-quality professional development and time for the Professional Learning Community (PLC), teachers will be better able to help all Cardinal Academy students to reach their potential. PLC sets a school-wide tone for growth by improving the skills and knowledge of its educators. PLC time will be used to foster a positive school culture and community of leaders working to improve educational aspirations and achievement for their students.

Academic Professional Development

Like the students and their Individual Growth Plans (IGPs) for differentiated instruction, each teacher and faculty member will create an Individual Professional Growth Plan (IPGP) to guide their growth and development as an educator through the school year. This will be completed during the first month of school. The IPGP will outline how the teacher/staff member hopes to advance their practice with professional growth goals and a plan for meeting those goals. These goals will connect to the observation and evaluation cycle utilized based on the Danielson Framework as required by the Idaho SDE.

In addition to weekly Professional Learning Community (PLC) meetings, professional development will be held seven (7) times during the school year. Professional development will initially be led by Cardinal Academy Executive Director and Director of Academics, who have master's level degrees in emotional/social well-being and curriculum and instruction respectively. Master teachers who have knowledge and experience in a particular area will also lead PD sessions. Prior to school opening fall of 2021, faculty and staff will attend 3-4 full days of professional development. This is in addition to the seven other scheduled sessions.

Cardinal Academy will use data to drive and inform instruction and assessments. Our professional development will include how teachers will utilize the Renaissance Star math and reading as well as classroom quizzes, summative assessments, writing assignments and other culminating projects and assignments to gather data to inform their instruction and differentiation. These types of assessments are frequent, correlated to classroom instructional objectives, and the results can be quickly analyzed and evaluated to immediately adjust and correct instruction. Teachers will understand that assessments and the data they reveal, are an essential part of instruction, relevant sources of information, and a powerful tool in student learning.

School Culture and Character Professional Development

From their years at Booth Marian Pritchett School, Cardinal Academy's founders know that a well-rounded education goes beyond any established curriculum. In order to ensure our students are prepared for parenthood and life while also being college and career ready, we have identified some skills-based learning objectives that will take place school-wide in all academic areas.

Cardinal Academy students will gain experience and work towards proficiency in public speaking and presenting, discussing, problem solving, teamwork, listening and critical thinking. All students will work to develop solid study skills including note taking, active reading for understanding, organizing, including scheduling of appointments, and vocabulary.

Cardinal Academy students will become familiar with and will be expected to be proficient in the Idaho State Workplace Skills for Career Readiness standards. All teachers, having participated in professional development on these standards, will integrate opportunities to practice these in the classroom setting. For example, Standard 1.1 is "*demonstrate personal qualities and people skills.*" Students can show proficiency in this standard by coming to school every day on time, being honest and reliable, dressing appropriately and using appropriate language, demonstrating conflict resolution skills and showing creativity and resourcefulness. From their years of experience at Booth Marian Pritchett School, the leaders of the school know that students will either rise or fall to the expectations which are set by those around them. By having high standards for behavior, students are shown that the staff members believe in them and know they are capable of reaching their goals, whatever they may be.

While the Resilience and Well-Being course will focus in large part on character development skills, there is also an opportunity school-wide for teachers to be trained in and share with students these character development related skills. Based on experience, the school founders know that pregnant and parenting students are some of the very most resilient young people in our community. Those who have the grit to stay in school can model a thing or two about what resilience in action really looks like. Teachers will be able to connect character development in their lessons in the same way they work hard to connect their content lessons to students in a relevant way.

It is important to develop common language around these crucial skills such as the development of resilience and grit, the ways mindfulness and meditation can be used for self-regulation, and our school-wide belief in growth mindset. Our staff follows Trauma Informed School practices and realizes that curriculum is but one part of a student's learning process. All staff must serve as role models who exhibit such traits as vulnerability and trustworthiness. Staff will have an understanding of the ways trauma impacts brain development and learning. They will be able to utilize this information for their teaching, but also talk with students about the ways we can work through difficulties.

Professional Development topics may include:

<p>Instruction</p>	<ul style="list-style-type: none"> ● Layered Curriculum - Cathie Nunley ● How to use Star to monitor student growth and inform instruction and differentiation ● How to use classroom assessments to inform instruction and differentiation ● Google Classroom/Blended learning models and other ways to use technology effectively in the classroom ● Workforce Readiness Standards & Career Technical Education
<p>Evaluation</p>	<ul style="list-style-type: none"> ● Danielson Framework for teacher evaluations
<p>Social-Emotional</p>	<ul style="list-style-type: none"> ● Growth mindset - Carol Dweck ● Trauma informed school model ● Adverse Childhood Experiences (ACEs) ● Resiliency building ● Trauma and brain development ● Trauma Stewardship and self-care ● Self-regulation skills for student ● Restorative Justice practices
<p>Special Programs</p>	<ul style="list-style-type: none"> ● Working with students living in poverty ● Sheltered Instructional Observation Protocol (SIOP) and other strategies for working with English Learners ● Section 504 Accommodations ● Best practices for Special Education ● Best practices for Gifted and Talented

Financial and Facilities Plan

Fiscal Philosophy and Spending Priorities

Cardinal Academy knows that proper financial stewardship is an essential element of a successful school. Proper financial stewardship begins with prudent and balanced multi-year financial plans, as presented in this petition. Proper financial stewardship at Cardinal Academy also includes skilled financial management and oversight. Because of the small size of our school, financial management will be outsourced to a high-quality, experienced school financial management firm.

During the start-up phase and during the first year of operation, Cardinal Academy has contracted to use Bluum for its financial management services at no cost to the school. The school and Bluum anticipate continuing this relationship thereafter.

Financial oversight will be conducted by the board, in particular by its Finance Committee and Treasurer, ~~Greg Richmond~~ Catherine Olschanowsky. ~~Richmond led a \$7 million non-profit organization that consistently produced spotless financial audit results. As part of her management of the Adapt Lab in the College of Engineering at Boise State University, Olschanowsky has contributed to projects with federal funding exceeding \$7 million. She directly manages nearly \$2 million from the National Science Foundation and National Institute of Health.~~

Cardinal Academy's philosophy on financial management is to maximize the expenditure of available resources on services and supports that benefit students while maintaining spending flexibility needed to manage unanticipated financial events. Our three-year financial plan is balanced and includes the following assumptions:

- An enrollment of ~~80~~ 84 ~~already-pregnant or parenting teens (i.e., teens who are already parents)~~ at the beginning of the 2021-22 school year. Eighty is 50% of the average number of teen pregnancies per year in Ada County. Plus, we will add and an additional 36 newly-pregnant teens for a total of 120 students during the school year. Both figures are roughly half of each population in Ada County and represent a conservative expectation of enrollment.
- ~~\$423,000~~ \$400,000 of grant funds through start-up, Year 1 to Year 4, and Year 2. Beginning in Year 2 and each year thereafter, end-of-year Net Income exceeds budgeted grant funds. Thus, even if the school did not receive the budgeted grant funds, it would still end the year with a positive balance. In Year 5, no grant funds are budgeted. (See Appendix A for 5 Year budget). The budgeted grant funds are anticipated from the federal Charter Schools Program and/or the J.A. and Kathryn Albertson Family Foundation and are in line with norms among new charter schools in Idaho. More than 70% of Idaho applicants for federal Charter Schools Program grants have been approved and the average grant amount has exceeded \$900,000. Cardinal Academy will be seeking less than half of the average amount. In addition, Cardinal Academy is being founded by two educators who are Bluum Fellows and the Albertson Family Foundation has routinely provided financial support to schools started by Bluum Fellows. In addition, the Albertson Family Foundation has a long-standing partnership with The Salvation Army and was a major contributor to the construction of the facility that will house Cardinal Academy. All of these facts indicate the school's projected fundraising income is likely and reasonable.
- While we are confident in our enrollment projections, multiple income and expense items that can be managed differently if enrollment or grant funds do not meet expectations. These tactics could also be used in the event that there is not a 3% yearly budget increase., for example:
 - If enrollment is lower than expected, the school can increase outreach to male parenting teens and to pregnant and parenting teens in Canyon County (which has slightly higher teen pregnancy numbers than Ada County);

- The budget assumes an attendance rate of 75 percent, which is likely to be higher;
- The budget assumes a full-time school counselor, which could be switched to part-time if enrollment is lower than projected;
- The budget Medicaid reimbursement for eligible services provided by the school could be higher;
- Limit salary increases, which are currently budgeted at 3% increases per year, including across the teacher salary ladder;
- Fundraising (the school has established significant community support); and,
- After Year 1, the school is building reserves that could ultimately be leveraged.

Transportation and Food Service Plans

Because Cardinal Academy will be serving students from throughout Ada County, transportation will be essential. The Salvation Army has proposed to operate transportation services for Cardinal Academy students, using pass-through funding from the state. Cardinal Academy is interested in this offer, both directly because of the service The Salvation Army could provide, but also because of the opportunity to strengthen the school's partnership with The Salvation Army. While the school and The Salvation Army have not executed a contract regarding transportation services and are not bound to do so, the budget submitted with this petition reflects a plan that the parties will do so.

Whether or not transportation is provided by The Salvation Army, Cardinal Academy will follow all state reporting requirements for transportation. A formal bid process as outlined by the Idaho State Department of Education and Idaho Code will be followed. Transportation will be provided to the student population as outlined in Idaho Code. These funds are reflected in the budget provided with this petition.

Students with special needs will be provided transportation in accordance with the requirements of state and federal law. A student's IEP will determine if transportation is required and the best method of transportation.

Proper nutrition is important for all students, especially pregnant and parenting teens and Cardinal Academy will ensure all students receive healthy meals. The Salvation Army has proposed to operate a food service program at the school at no charge to students. As it does in locations throughout the country, The Salvation Army proposes to directly administer this program. Because The Salvation Army plans to directly administer food service, including seeking government reimbursements, these are pass-through funds in the Cardinal Academy school budget. While the school and The Salvation Army have not executed a contract regarding food services and are not bound to do so, the budget submitted with this petition reflects a plan that the parties will do so.

Financial Management and Monitoring Plan

Cardinal Academy has contracted with Bluum, an experienced provider of charter school financial management and back office services, for financial management and back office services.

The administrator or their delegate will have the authority to initiate purchase requests. Our outside financial manager will work with the administrator to review purchase requests and submitted invoices and determine the proper account coding for the purchase. The financial manager and Executive Director will also track the expenses and keep a ledger using 2M software of current expenses compared to budgeted expenses, reporting to the board at least monthly. Blank checks will be stored at the outside financial manager's office in a locked cabinet. Payment of expenses will be made by check. The checks will be printed by the financial manager and sent to the administrator for review and signature. Authorized signatories will be the administrator, the board chair, and the board treasurer.

Our outside financial manager will also offer guidance in developing an accurate estimate of the school's budget based on school funding formulas. The Executive Director will develop a budget in accordance with the requirements and timelines set forth by the State Department of Education (SDE).

Cardinal Academy will maintain all financial records in accordance with Generally Accepted Accounting Principles (GAAP) and will follow all requirements set forth by the Idaho State Department of Education.

The Board of Directors will hold the responsibility for the financial oversight of Cardinal Academy. The board's responsibilities will include:

- With input from the Executive Director develop and monitor the annual operating budget, develop a long-term financial plan;
- A quarterly review of the budget-to-actual expenditures and income, and make adjustments as necessary;
- A quarterly review of cash-flow;
- Development of financial policies that follow the requirements of state and federal laws and Generally Accepted Accounting Principles to provide for financial controls;
- Review of the general ledger to verify compliance with policies;
- Meeting with the bookkeeping/accounting personnel or professionals to monitor financial viability; and,
- Conducting an annual audit of the financial statements through the use of a qualified audit firm.

Payroll

Subject to the approval of the Board of Directors and the policies and procedures established by the board, Cardinal Academy's Executive Director will contract with a private company for the purposes of outsourcing the processing of payroll.

Purchasing

Subject to the approval of the Board of Directors and the policies and procedures established by the board, the Executive Director will develop the procedures for procuring goods and services for Cardinal Academy. All purchasing procedures will comply with Idaho laws and administrative rules, ~~and will involve~~ including a competitive bidding process.

Facilities Plan

Cardinal Academy will be located in a state of the art facility that was completed in 2019 for the purpose of serving a school for pregnant and parenting students. This facility was part of a capital campaign carried out by The Salvation Army to raise over \$9 million dollars of philanthropic support to help build the new Booth School Program which was presented to those donors as a joint effort between The Salvation Army and a quality educational program (then BSD - now Cardinal Academy). The community values and supports this program and they were willing to put millions of dollars behind it. Please refer to Appendix F10 for a list of major donors. This facility will be leased from The Salvation Army, Boise Corps. The location of the school at 9492 W. Emerald St. in Boise, Idaho, was carefully selected in order to maximize access to Cardinal Academy's target demographic. The location in West Boise allows students in Boise City proper, students in Kuna, Meridian, Eagle, Star, and even Canyon County, to easily access the school. In addition to the bussing arranged by the school, city busses can be utilized as Cardinal Academy is located along a major city bus line.

The facility provides eight ample classrooms, including a science and home economics classroom/lab. There is office space for administrative staff, the school nurse as well as the services provided on site, such as: mental health counseling, appointments with the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), medical appointments with Family Medical Residency of Idaho (FMRI), Vocational Rehabilitation, and others. Students will have access to a library, a school store, the sick bay, gymnasium, and cafeteria. The commercial kitchen can be used for culinary education. The on-site childcare center provides free, high quality childcare for Cardinal Academy students. On-site, dependable, high quality, childcare is crucial for young parents seeking to further their education.

The school is primarily located on the second floor (Fig. 1). The gym, child care center, and cafeteria are located on the first floor (Fig. 2).



SECOND FLOOR PLAN



Figure 1



FIRST FLOOR PLAN



Figure 2



Street view of school from Emerald

Cardinal Academy and The Salvation Army have agreed to all material terms to a lease, including the annual lease amount and the use of spaces within the building. A detailed lease is currently being negotiated. The Salvation Army has agreed to lease the facility to Cardinal Academy for an amount equal to the state charter school facility funding rate, projected to be \$49,980 in Year One. Once Cardinal Academy is eligible for Lottery funds, starting in year 2, the lease amount will increase to include this distribution.

The facility meets state and federal health and safety laws and Americans with Disabilities Act (ADA) requirements. The school will comply with state laws to have annual safety inspections of the facilities and will address any issues that are found during those inspections.

The school will remain in compliance with applicable state and federal guidelines as provided in Section 39-4130, Idaho Code, and the ADA and will provide certification that the facilities meet all requirements for health, safety, fire and accessibility for those with disabilities.

Board Capacity and Governance Structure

Strong governance is the foundation for a strong organization and a strong school. For this reason, Cardinal Academy has established an exceptional Board of Directors who collectively possess a depth and breadth of skills and experiences that will enable the school to be successful.

Cardinal Academy is incorporated as a nonprofit corporation in the State of Idaho and has adopted bylaws that have been reviewed by counsel and determined to be legally compliant and to address all necessary content.

The Board of Directors understands and values the difference between governance and management. Accordingly, the board will perform the proper functions of governance and will:

- Maintain Cardinal Academy’s vision and mission;
- Establish academic, operational, and financial goals;
- Adopt policies;
- Ensure the financial viability of the school;
- Hire, evaluate, and determine the compensation of the school leader; and,
- Comply with all applicable laws, including but not limited to laws on public information and open meetings.

Cardinal Academy management will be responsible for implementing operating practices to support the school’s vision and mission, achieve the organization’s goals, implement board policies, maintain the financial viability of the school, hire and manage all other staff, and comply with all applicable laws. The board will monitor and evaluate how well management is implementing and achieving board policies, goals, and objectives.

Governance Structure

Cardinal Academy’s bylaws provide for a Board of Directors comprising no less than five and no more than 15 members. The founding Directors are Hannah Gayle, Jason Hudson, Patricia Kempthorne, Emily McClure, Cathie Olschanowsky, and Greg Richmond. Each founding Director’s qualifications are described in the board Member Qualifications section that follows.

Board members serve staggered, three-year terms, with a limit of two terms. Initial board members are those named in the incorporating documents. Thereafter, board members will be selected by the board pursuant to a policy developed by the board. The board will meet at least 4 times a year, including 1 annual meeting and three or more regular meetings, but may choose to meet more frequently.

Board officers are a Chair, Vice-Chair, Secretary, and Treasurer.

The Chair presides at all meetings of the Board of Directors and is an ex officio member of all committees. The Chair oversees implementation of board and organizational policies and ensures that appropriate administrative practices are established and maintained.

The Vice Chair discharges the duties of the Chair in the Chair's absence and shares other responsibilities as appropriate.

The Secretary provides direction for the keeping of legal documents including minutes of all meetings of the board.

The Treasurer provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

Cardinal Academy's Board of Directors has the following committees:

- **Governance.** Key responsibilities include ensuring all trustees understand their roles and responsibilities, board member recruitment and selection, annually evaluating the full board, individual trustees, and the school leader.
- **Finance.** Key responsibilities include conducting proper oversight of the financial health of the organization and ensuring compliance with all applicable laws.
- **Academic Excellence.** Key responsibilities include ensuring that the full board and the school leader have a shared vision of academic excellence and a clear plan to achieve it, and conducting oversight of that plan.

Cardinal Academy's bylaws allow for the board to add or modify its committee structure through board policy.

Board Member Qualifications

Cardinal Academy's board reflects diverse experiences and skills needed to support the success of the school. In building the composition of the board, Cardinal Academy has considered and will continue to look for Directors with skills and experience in six areas: education, social service, finance, law, post-secondary preparedness, and teen pregnancy and parenting. In addition, Cardinal Academy is working to build a board that reflects the diversity of race, ethnicity, and genders of the community served by the school.

The following presents a brief description of each current Director and her/his qualifications.

Hannah Gayle

Graduate of Booth Marian Pritchett School, Current Boise State University student, and Mentor, Boise State University Young Parent Mentor Program

Hannah Gayle is a Behavioral Interventionist that is skilled in mental health, special education and de-escalation techniques. She currently works for a charter school that equips engineers (students) with the knowledge, skills, and character to succeed in college and the future world. She has developed a peer and faculty mentor program for teen mothers that are pursuing their undergraduate degree and is currently working on finishing her nonprofit management certification. A willingness to adapt and hard work ethic are what set her on a path for achieving her professional goals. She is completing her Bachelor's in Multidisciplinary Studies with a minor in Economics and a Nonprofit Management from the College of Business and Economics.

The bulk of Hannah Gayle’s career has been in healthcare working as a Certified Nursing Assistant for Idaho’s largest nonprofit hospital St. Luke’s. In the Clinical Support Unit, she gained a variety of skills that spanned over three hospitals and many departments including Behavioral Health, Neurology, Oncology and Wound Care. Outside of her career, she has volunteered her time as an [advocate for Education in the Idaho Capitol](#). She has a great amount of experience in public relations, professional writing and communication and problem solving.

Jason Hudson (Board Secretary)

Director of Government Affairs, Idaho AFL-CIO

Jason Hudson is the Government Affairs Director of the Idaho AFL-CIO, serving as the full-time lobbyist to the Idaho Legislature, as well as the lobbyist to Idaho’s federal delegation to the US Congress. He works with the Idaho Governor’s office and state administrative agencies on policy matters related to worker rights, worker safety, and building good jobs in Idaho. He educates members and affiliates about participation in government and the political process, and develops and implements electoral programs to support pro-worker candidates for public office.

As the Director of the Idaho Worker’s Opportunity Network, he served as the state’s Labor Liaison, coordinating activities and communication between the Department of Labor and the local unions across the state affiliated with the Idaho State AFL-CIO. He worked with the Idaho Workforce Development Council and the Idaho Division of Professional-Technical Education to help develop state policies to promote and support a well-educated and well-trained workforce. He served as the chief proponent of JATC Apprenticeship programs in the state, working with the training directors of the 26 apprenticeship training centers that serve Idaho to improve their reach and recruit people to train for high skill careers in the construction crafts. He worked with students in our schools and with adults interested in apprenticeship training to help them understand the options available to them and to provide support through the application process.

Patricia Kempthorne (Board Chair)

Patricia Kempthorne has dedicated her work life and her life’s work to building a family-consciousness in her family, workplace, and community. After graduating with a degree in business management from the University of Idaho she chose to build her career in the non-profit sector and community service. In 2014 she was awarded an honorary doctorate in Administrative Policy from the University of Idaho.

A champion for families and children, she was able to shine a spotlight on the issues closest to her while serving as Idaho’s first lady from 1999 to 2006. Mrs. Kempthorne volunteered her time to ensure that Idaho continues to be the best place to raise a family. In 2005, she created the Twiga Foundation, Inc. – a non-profit dedicated to continuing that work in organizations through educating them about work-life fit, flexibility, and effectiveness for working parents. Today, the Twiga Foundation focuses on parent engagement and early learning opportunities. In 2009, through a partnership with the University of Idaho, Twiga became the exclusive licensor of BLOCK Fest®. BLOCK Fest® raises awareness of early math and science learning

opportunities by offering hands-on block play experiences to families of young children thus helping to develop the workforce of the future.

A leading advocate for women, families, and children, Mrs. Kempthorne serves as the Chair of the Parents as Teachers National Board of Directors, the St. Luke's Children's Hospital Advisory Board and Executive Committee, and the Idaho Food Bank Capital Campaign. In 2016 she was honored by the American Mothers, Inc. as a National Mother of Achievement.

Mrs. Kempthorne and her husband, Dirk, were married in 1977, have two grown children and five grandchildren.

Emily McClure (~~Board Chair~~) (Board Vice-Chair)

McClure Policy LLC

Emily McClure is a Boise lawyer, lobbyist and mom to three children. Her practice, McClure Policy LLC, focuses primarily on government affairs in the fields of education, health care and natural resources both in Idaho and across the West. An advocate for children, she has contributed on behalf of a variety of clients to numerous statutes and regulations aimed at benefiting Idaho's kids, and has worked closely with her clients to improve the legislative climate for charter schools, innovative educators and students. Before starting her own firm, Emily practiced litigation at Givens Pursley in Boise, held a Ninth Circuit clerkship, and dabbled in international law at a United Nations Tribunal. Prior to attending Boston College Law School, Emily worked in Washington D.C. for Senator Mike Crapo where, among other things, she handled education and labor policy.

Catherine Olschanowsky (~~Board Vice-Chair~~) (Board Treasurer)

Ph.D., Assistant Professor, Computer Science, Boise State University

Dr. Olschanowsky became involved in the education of at-risk youth through her involvement in diversity and inclusion efforts for computer science. She designed and implemented a service learning course to expose, recruit, and engage students from historically excluded backgrounds to computer science. During this course university students develop lesson plans and engage high school students in problem solving using computer science. This class has been successfully implemented as a collaboration with the Booth Marian Pritchett School.

Dr. Olschanowsky's primary research interests include high performance scientific computing, in other words, using supercomputers to solve scientific and engineering problems. She teaches a range of courses at Boise State University and has experience teaching high school students computer science basic through project-based learning.

Greg Richmond (~~Board Treasurer~~)

Greg Richmond founded the National Association of Charter School Authorizers and served as its CEO from 2005 through 2019. He serves or has served on the boards of the Perspectives Charter School, St. Walter Parish elementary school, and Mother McAuley high school. He has

served as a consultant to the Colorado League of Charter Schools, Missouri Public Charter Schools Association, Texas Association of Charter Schools, and the national Coalition of Public Independent Charter Schools. He was a founding board member of the National Alliance for Public Charter Schools and was inducted into the National Charter School Hall of Fame in 2017. Currently, he serves as a Strategic Advisor to Bluum.

Transition Plan

Cardinal Academy's board has been established from the beginning to provide a solid foundation, continuity, and stability for the school now and for years to come. There will not be a "founding board" that transitions to a "governing board." There is a single, continuous board. The board held its first meeting on August 12, 2020, at which it adopted bylaws and elected officers. It has scheduled regular meetings on the first Wednesday of each month through June, 2021.

To provide continuity, individual terms are staggered from the start. One group of Directors will initially serve a one-year term with the option of being re-elected to a three-year term in Spring 2021. A second group of Directors will initially serve a two-year term, with the option of being re-elected to a three-year term in Spring 2022. A third group of Directors will initially serve a three-year term, with the option of being re-elected to a three-year term in Spring 2023. Current board members will be assigned to terms at the September, 2020 board meeting.

This approach allows for the consistent stewardship of the school's mission and vision for years to come.

None of the founding members of the board intends to resign in order to apply for a paid position at the school. Consequently, there is no risk to the board or the school of founder's syndrome derailing the governance of the school.

Board Member Recruitment and Training

Cardinal Academy has identified a set of board member qualities, skills, and experience that will enable the school to thrive for years to come, and has been using those attributes to identify, recruit, and select board members. The goal of the board is to have each attribute filled by at least one board member, and preferably more than one. The list of qualities, skills, and experiences that Cardinal Academy is using to recruit and select board members includes:

1. Gender,
2. Race and ethnicity,
3. Education experience,
4. Social service experience,
5. Finance expertise,
6. Legal expertise,
7. Post-secondary pathways, and
8. Experience with pregnant and parenting teens.

This list of attributes will be used to identify, recruit, and select future board members as well. Board member recruitment will be the responsibility of the Governance Committee.

Cardinal Academy has relationships with two organizations to provide for ongoing training of board members: the Idaho School Boards Association and BoardOnTrack. The expertise of these two organizations is complementary: ISBA has expertise in Idaho school law, policies, and requirements; BoardOnTrack is a national organization with years of experience training and supporting charter school boards.

The Cardinal Academy Board of Directors will use the Idaho School Board Association’s “School Board Professional Services,” including its Professional Development Modules and its many resources in its New Board Member Packet: Code of Ethics, Basics of Governance, Boardmanship 101, 8 Characteristics of an Effective Board Member, and more. The New Board Member Packet will serve as the foundation for on-boarding new board members. New board members will also meet with appropriate school staff to learn the history, educational program, finances, and legal obligations of Cardinal Academy.

The Board of Directors is using BoardOnTrack’s on-demand online courses, including “What’s Your Board’s Role in Academic Excellence,” “Board Governance 101,” “Assess Your Board to Reach a Higher Bar,” and more. The information learned from all of the above, especially the results of the “Assess Your Board” course, are being used by the board to develop full board and individualized training programs, both during the initial founding stage of the board and for its on-going self-assessment and improvement. The on-going self-assessments will include opportunities for the school leader, school staff, and school community to provide feedback to the board on the strengths and weaknesses of the school and the board.

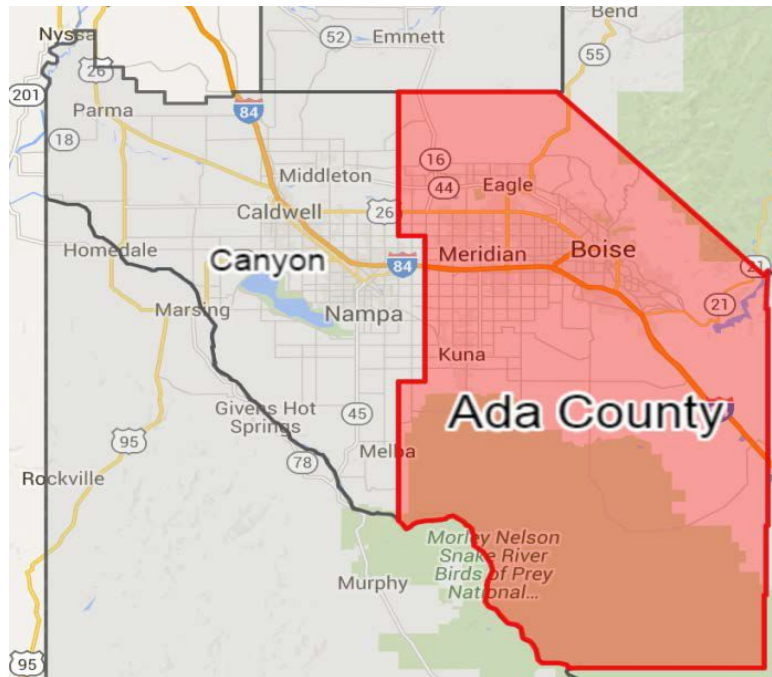
Student Demand and Primary Attendance Area

Primary Attendance Area

Our primary attendance area is Ada County, including Boise, Garden City, Meridian, Eagle, Star and Kuna. Included in this county boundary are the school districts of Boise City, West Ada and Kuna. The population of Ada County continues to grow. According to www.census.gov, there was more than 20 percent population growth recorded between 2010 and 2019. Ada County’s residents identify as 91.9 percent white, 1.4 percent Black or African American, .8 percent American Indian or Alaskan Native, 2.7 percent Asian, .2 percent Native Hawaiian or other Pacific Islander, 8.5 percent Hispanic or Latinx and 3.0 percent two or more races. The median household income for 2014-2018 was \$63,137, with close to 10 percent of residents living in poverty.

There are 11 traditional high schools and 6 alternative high schools within Ada County, covering the three separate school districts. Only one of them currently provides on-site childcare for parenting students. The provision of childcare is the strongest predictor of school retention (Assini-Meytin et al, 2018). Since the closure of the Booth Marian Pritchett School in spring of 2020, there is no existing designated pregnant and parenting program in the state of Idaho.

The founders of Cardinal Academy know, based on both quantifiable and anecdotal data, that most pregnant and parenting students are in a different subset of at-risk alternative students than those attending traditional alternative high schools. There are similarities, but the glaring difference is pregnancy and parenting which call for a much different set of interventions. A well thought out, comprehensive approach, addressing the specific needs of pregnant and parenting students can ensure their success.



Student Demand

The chart below shows births to mothers 19 or younger in Ada County between 2016 and 2018, according to the CDC WONDER database. During this same time period (2016-2018), there were an additional 324 women between the ages of 20 and 24 who gave birth in Ada County and did not have a high school diploma. This is relevant because Cardinal Academy can serve students up to age 21, allowing previous dropouts to return and finish their high school diploma. Despite birth rates for teens in the U.S. decreasing over the last 20 years, the United States continues to have the highest teen birth rate among developed countries (Kearney and Levine, 2012). Canyon County had a similar birth rate to Ada County during these years. If there is space, pregnant and parenting students from Canyon County and other counties may open enroll in Cardinal Academy if there is space, though transportation will not be provided to open enrolled students. We will serve up to 140 pregnant and parenting students each year, with 120 students being optimal enrollment.

According to the the CDC WONDER database and Idaho Vital Statistics (Please see Appendix F9, Fig. 2, pg 190 for data verification):

Year	Ada County - Births to mothers 19 or younger
2018	159
2017	173
2016	164

Teen births have decreased significantly in Idaho since the 1990’s. And yet, there are still a significant number of young women giving birth each year. As the teen pregnancy rate for Idaho has dropped, the population of Idaho, including Ada County, has continued to grow. Please see Appendix 9, Figs. 3 & 4, pgs 191-102 for more information.

Slightly more than one half of young mothers received a high school diploma by the age of 22, compared with 89 percent of women who had not had a child during their teen years (HHS). This continues to be true according to a 2018 report from Child Trends. Half of all female dropouts and one-third of male dropouts said becoming a parent played a role in their decision to leave school (HHS). Designated pregnant and parenting charter school programs such as New Legacy Charter in Aurora, CO and NET Charter High School in New Orleans, LA show a more than 50 percent increase in their graduation rate (75 percent and 88 percent, respectively, according to their websites). This growth is attributed to the wraparound services these programs provide, such as smaller class size, on-site childcare, and a flexible learning model.

- According to the ACLU, illegal discrimination is a major contributing factor to this high dropout rate among parenting teens (ACLU, 2020). Many schools enact policies that punish rather than support pregnant and parenting teens, despite the Title IV protections.
- Adolescent mothers are more likely to be poor and disproportionately African American and Latinx, live in low-income communities, be born to parents with low educational and employment attainment, have a history of child abuse, reside in chaotic home environments and have limited social support networks (Hodgkinson et al, 2014).
- Parenting teens without financial support from parents are at greater risk of falling behind in their education (Assini-Meytin et al, 2018).
- It is important to include the father in programming, as appropriate and as long as it is a healthy relationship with the mother and child(ren). (HHS).

- There is a link between teen pregnancy and early trauma. Adverse childhood experiences are associated with changes in brain structure which lead to long-term health and social consequences, including adolescent pregnancy (Hawkins & Guinosso, 2014).
- Adolescent mothers experience significantly higher rates of depression, are at elevated risk for suicidal ideation, and almost half of adolescent parents in one study met the full criteria for posttraumatic stress disorder (Hodgkinson, 2014).
- Adolescent parents face significant barriers to accessing mental health services and may be more likely to engage in treatment when appointments are flexible and school-based (Hodgkinson, 2014).
- Small, designated pregnant and parenting programs allow students to avoid the stigma attached to young parents in our society. These students are primarily female, low income, and in large part ethnic minority students. Both popular and policy discourse, tend to question pregnant and parenting girls' intellect and character, while commonly viewing them as "undeserving" and whose poor choices and character caused their predicaments (Kelly, 2000; Pillow, 2004; Wilson et al 2019). (Click here for link to access Salvation Army marketing video from 2017).
- Research shows that 25 percent of teen dads want to be an active part of their child's life, but financial restraints, the relationship with the baby's mother and lack of parenting skills are barriers that make this difficult (The Fatherhood Project, 2016). Cardinal Academy is a school that welcomes and encourages the participation of teen fathers and will help them address some of the barriers to fatherhood, as well as provide them with a well-rounded education that will prepare them for college or career.
- Nationally, if not internationally, there is a glaring gap in services available to teen dads. Not all teen parent relationships are healthy, and Cardinal Academy provides the services necessary to single parents to help navigate these difficulties. However, when a co-parenting agreement can be reached, there are great benefits to the child(ren). These young men became involved fathers who were better able to support their children both financially and emotionally upon the completion of the program.

Cardinal Academy will be the only school in Idaho that addresses and redresses these barriers and issues.

- Continuity of enrollment is especially important for at-risk students. Cardinal Academy is specially equipped to work with students to overcome barriers that interfere with their educational planning. In addition to pregnancy and parenting, Cardinal Academy social workers and counselors will assist students with homelessness, financial difficulties, family problems, mental health issues and other life circumstances that can interfere with education attainment.
- Year round school gives students the opportunity to access the services they need when many schools are out for the summer. Student needs and the needs of their families are not put on hold for summer vacation. Further, students are able to either catch up when

they are deficient in credits, stay on target taking into account maternity leave, or get ahead to ensure an early graduation.

- When provided with strong social and functional supports, the majority of teen mothers and their children can have positive outcomes equal to those of their peers who bear children later (Hodgkinson et al, 2014).
- Applied practical skills and basic skills related to problem solving, critical thinking and lifelong learning are crucial in the changing workforce of Idaho (Winters, 2020). These skills can add value to a high school diploma for students who are unable to go onto higher education directly from high school and choose to directly enter the workforce.
- Each level of educational attainment, starting with a high school diploma, reduces the amount of public assistance received by a parent and her/his dependents.
- Of the eight non-graduates who finished the 2019-2020 school year at Booth Marian Pritchett, four are attending Frank Church High School. Two of the remaining students left Boise and two are attending the Booth Young Parent Program at the Salvation Army while attending ICON. Frank Church High School does not have any information on their website about services for pregnant and parenting students as of early October.

Student Population

A student may become pregnant at any time during middle school or high school or may become pregnant after dropping out. Some pregnant and parenting students are on-track for a four year high school graduation and fit neatly into grade levels. However, many pregnant and parenting students are credit deficient, ranging from 1-2 credits behind to several years behind. Enrollment projections by grade level are difficult, if not impossible to ascertain.

It is crucial that Cardinal Academy be able to meet students where they are, literally, both in regard to life-timing and academic planning. When a student comes to register at a designated pregnant and parenting program, she or he is frequently in crisis. Life has been turned upside down. Cardinal Academy is a safe place to land; a place free of stigma and rejection. It is essential we not turn the student away due to inflexible calendars.

No matter the student's academic credit standing, we will meet with her/him to create a clear plan for success. Cardinal Academy will operate with block scheduling which allows for more credits to be earned throughout the school year (16 vs 12-14) and students will have the opportunity to earn additional credits over the summer, as well as trying out internships, job shadows, work experiences or other unique training opportunities. This will be a unique plan, based on the student's previous schooling, Star test measurements in Math and English, and post-secondary goals.

A date will be set for the weighted enrollment lottery. If the school is not at maximum enrollment, an admissions lottery will be held in accordance with Idaho Code.

Any student who is pregnant or parenting, qualifies as "at-risk" according to Idaho Code.

Enrollment Capacity

U.S. Census Centers for Disease Control WONDER data shows that an average of 80 mothers, age 19 or younger, **without a high school diploma**, give birth in Ada County each year. Additionally, there are eligible mothers ages 20-21, but the data census does not delineate these exact numbers. Idaho Vital Statistics states that between the years 2016-2018, there were 2,322 births in Ada County to 20-24 year olds and more than 300 of those births were to mothers without a high school diploma.

For the 2021-22 school year, Cardinal Academy will market itself to teen mothers and fathers who have given birth during the prior two years and will plan to begin the school year with 80 such students (representing a 50 percent enrollment rate for the 160 mothers who gave birth during those two years).

During the 2021-22 school year, Cardinal Academy will continually market itself to new teen mothers and fathers who give birth during the school year, with a goal of enrolling 60 new mothers and fathers by January 1.

At that time, there will be 140 students enrolled at Cardinal Academy and the school will be at full enrollment for that school year. For funding purposes, because the 60 additional students will not be enrolled at the school for the full school year, we anticipate that state funding for them will be prorated and we estimate that those 140 students will generate funds equal to 119 or 120 full-time equivalent students.

Pregnant and parenting teens who approach Cardinal Academy after it reaches full enrollment will be provided a wide array of support services, coordinated by The Salvation Army, and will be encouraged to apply to enroll the following school year.

Approximately 40 percent of the student body is expected to be in its senior year and will graduate at the end of the year. Approximately 60 percent of students, or 84 students, will not be completing their diploma at that time.

Of those 84 students, Cardinal Academy expects that 90 percent of them (76 students) will continue to be enrolled for the 2022-23 school year. An additional eight students are expected to enroll during the summer, bringing the total enrollment on the first day of the school year to 84.

During the second year and each successive year, the projections regarding the number of new parents enrolling during the year are the same as the first: 60 new parents will enroll in the school by January 1.

During the second year and each successive year, the projection regarding graduating, continuing students, and new student enrolling for the following year are the same, producing an enrollment

of 81 students on the first day of each school year. As Cardinal Academy becomes well-known in the community these conservative numbers for enrollment will likely increase.

Avg. annual # of teen new mothers in Ada County w/o a HS diploma	80
Avg. # of teen already parenting mothers in Ada County	160
New parent recruitment rate	75%
Parenting mothers recruitment rate	50%
New mother partial year adjustment rate	75%

	Y1	Y2	Y3	Y4	Y5
FTE					
New mothers	<u>40</u> 45	<u>44</u> 45	<u>44</u> 45	<u>44</u> 45	<u>44</u> 45
Parenting/continuing mothers	80	76	76	76	76
Total FTE	<u>120</u> 125	<u>120</u> 121	<u>120</u> 121	<u>120</u> 121	<u>120</u> 121
Headcount					
New parents	60	<u>64</u> 60	<u>64</u> 60	<u>64</u> 60	<u>64</u> 60
Parenting/continuing mothers	80	<u>76</u> 81	<u>76</u> 81	<u>76</u> 81	<u>76</u> 81
Total headcount	140	<u>140</u> 141	<u>140</u> 141	<u>140</u> 141	<u>140</u> 141
Headcount after graduation (60%)	84	84	85	85	85

Retention rate	90%				
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Enrollment Projections by Grade Level

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	12	12	12	12	12
10	25	24	24	24	24
11	38	36	36	36	36
12	<u>45</u> 50	<u>48</u> 49	<u>48</u> 49	<u>48</u> 49	<u>48</u> 49
TOTAL	<u>120</u> 125	<u>120</u> 121	<u>120</u> 121	<u>120</u> 121	<u>120</u> 121

Cardinal Academy’s optimal enrollment will be 120 students, not to exceed 140.

On-Going Marketing Plan

Pregnant and parenting students in our impact area live throughout Ada County. Therefore, to create awareness of Cardinal Academy, the student recruitment plan must be a consistent, well-timed, well-targeted, public relations and advertising campaign, with an annual budgetary line-item. Cardinal Academy will initiate the student recruitment plan beginning with the development of marketing materials the first week in January. Cardinal Academy’s leadership team and Board of Directors will lead the marketing efforts with an Executive Assistant who will coordinate student recruitment activities.

First, a website will be designed and launched and social media accounts will be developed. **Second**, an electronic, shareable brochure with links to the school website will be created and emailed to medical clinics, physicians, Terry Reilly Health Services, Stanton Healthcare clinic, Planned Parenthood Health Center and mental health clinics in the area. **Third**, a press conference inviting the local media will be held at the campus to announce the opening of Cardinal Academy. **And fourth**, a promotion plan of **regularly distributed** press releases and public service announcements to be sent to the local media, and updates will be posted on our website and social media.

Market research of this student population has been commissioned by Cardinal Academy’s collaborating partner, The Salvation Army, and paid for with grant funds. The market research is currently being conducted by Drake Cooper Advertising, Marketing & Digital Agency of Boise and Cardinal Academy will use the data to give direction to and increase marketing effectiveness of our student recruitment plan. Using the results, advertising will begin in February, driving

potential students and their parents to the website encouraging them to enroll. Student recruitment will continue at various levels of frequency and market saturation each month according to the plan. Additionally, Cardinal Academy will develop easy, student-friendly, enrollment procedures on our website, and implement a plan for **constant contact** with students from enrollment to the start of school.

* One significant difference between Cardinal Academy and Booth Marian Pritchett School will be our commitment to fund and develop an on-going, year-round, student recruitment plan. Student recruitment at BMPS was not prioritized by the Boise School District after 2013; therefore, numbers dwindled.

~~An advertising plan based on feedback from focus groups consisting of pregnant and parenting students and parents to give direction and to increase marketing effectiveness will be established.~~

~~The at-risk pregnant and parenting students in our impact area live throughout Ada County, a substantial geographic area. Therefore, to create awareness of Cardinal Academy, its mission, educational philosophy, and wrap-around student services, the marketing plan must be effectively targeted. First, a website will be designed and launched. A promotion plan of regularly dispersed press releases, public service announcements, and email to academic and career counselors in the area will be developed in order to brand the new school and to acquire and increase enrollment. As a result, frequent advertising may include purchasing ads on Google, Facebook, Instagram, Pinterest, and radio, targeting pregnant and parenting youth and their parents, and driving them to the website and encouraging them to contact the school. In addition, an electronic, shareable brochure about Cardinal Academy with links to the website will be developed and distributed to parents, volunteers, donors, academic and career counselors, the Department of Health and Welfare, medical clinics, Family Practice physicians, Obstetrics and Gynecology physicians, Terry Reilly Health Services, and mental health clinics.~~

Community Partnerships and Local Support

Cardinal Academy's strongest and most important partnership is with The Salvation Army, Boise Corps. The Salvation Army has been providing services to young parents in the Boise area for more than 100 years. They will provide our program with the facility, additional social work services, manage the on-site childcare, provide financial assistance for childcare, contract with the school for transportation and work with us to provide nutritious and delicious meals to our students.

Furthermore, Cardinal Academy is strengthened exponentially by our other community partnerships. Cardinal Academy has the great privilege of serving the underserved and will continue to help ensure our students are connected to not only the services for which they are eligible, but connect them to any and all services that can help them to find success.

Cardinal Academy partners with:

- The **Special Supplemental Nutrition Program for Women, Infants and Children (WIC)** to provide on-site access in order to ensure students are utilizing this important program while not having to miss school to attend regular appointments. WIC provides nutritious foods, information on healthy eating and referrals to health care for pregnant women and their infants and children up to age 5.
- **Family Medicine Residency of Idaho** to provide on-site, quality and affordable health care to young parents and their children. They also provide the school with referrals.
- **St. Luke's Regional Medical Center and St. Alphonsus Regional Medical Center** baccalaureate level nurses contribute to the pregnancy and parenting Resilience and Well-Being courses throughout the school year. St. Luke's nurses also teach on-campus child car seat safety classes as well as providing a car seat for students.
- The **Idaho Department of Labor** to connect eligible graduates with case management services, internships, workforce training and assistance with higher education through the Workforce Innovation and Opportunity Act (WIOA).
- **Vocational Rehabilitation** to provide pre-employment transition services to students with disabilities through job exploration counseling, work based learning opportunities, workplace readiness training, and instruction in self-advocacy.
- **TRiO Educational Opportunity Center** to help low-income, first generation and disabled students gain access to post-secondary education by providing free college advising and financial aid support. TRiO comes to campus to help students complete the FAFSA and are all eligible to take advantage of TRiO services following graduation.
- The **Idaho Workers Opportunity Network (I-WON)** to connect students interested in learning a trade with apprenticeships so they can enter a high demand career directly following completion of high school.
- **College of Western Idaho** to assist our students with applications, financial aid, and course selection on our campus. Further, we collaborate with CWI to ensure our graduates are connected to programs that will help to increase their success in higher education such as support groups and other special programs aimed at increasing student retention.
- Dr. Catherine Olschanowsky of **Boise State University** will provide Cardinal Academy students with an opportunity to learn computer programming and will be collaborating with our math and science departments to provide an opportunity for Dual Credit. Her specialty is increasing diversity in the field of computer science.
- Dr. Sara Fry from **Boise State University** is working closely with our staff and a previous Booth Marian Pritchett School graduate to build a mentor program for our

students who choose to attend Boise State. She has also established a scholarship fund for our graduates.

Other collaborative relationships and referral sources include:

- Idaho Department of Health and Welfare
- Idaho Central District Health
- Agency for New Americans
- International Rescue Committee
- Create Common Good
- Life's Kitchen
- The Cabin's Writers in the School program (WITS)
- Micron Foundation's K-12 Outreach program
- Idaho Youth Ranch
- Casey Family Programs
- Baby Steps
- Headstart
- The House Next Door, Nampa, ID
- Ada County Juvenile Probation
- Idaho Coalition Against Sexual and Domestic Violence - Center for Healthy Teen Relationships
- Several bachelor's and master's level counseling and social work programs
- Various charitable organizations and individuals who provide both new and used inventory for the school store

School Leadership and Management

Leadership Team

The school leadership team consists of the Executive Director and Director of Academics. Cardinal Academy's Executive Director is the lead school administrator and will be responsible for the overall leadership and operation of the school. The Executive Director will report to and be evaluated by the Board of Directors of Cardinal Academy. The Director of Academics will report to the Executive Director and is responsible for the academic leadership and educational program of the school. The Executive Director will follow the Code of Ethics for Idaho Professional Educators and maintain a staff who also follow the same code.

Overall Leadership

The Executive Director will be responsible for the overall leadership and operational management of Cardinal Academy. The Executive Director will work with the Board of Directors to develop, amend, and implement the school budget and the overall governing policies and strategies. The Executive Director will also manage other operational responsibilities, including: managing the finances, purchasing, and payroll (with Bluum support) and collaborating with The Salvation Army on the facility, food service, child care services and likely transportation for the students. The Executive Director will know and understand state and

federal law requirements. The Executive Director will have knowledge and capable skills in effective personnel management strategies, and in restorative practices of mediation and agreement to successfully implement the student disciplinary practices of the school. The Executive Director will hire the faculty and staff, and will manage, and evaluate the Director of Academics, the school nurse, social worker, and academic/career counselor.

Cardinal Academy is a small school with a lean staff. It is imperative that the Executive Director develop a *team of leaders* comprising the faculty and staff, and create an atmosphere of collaboration where the leadership team has a voice in decision making, setting organizational goals and in the implementation of responsibilities. The faculty and staff will meet at least monthly to examine the instructional program, the operation of the school, student concerns, fundraising, and the achievement of the overall mission and vision of the school. Leadership team committees will be created to assist in the overall operation of the school.

The Executive Director will create a viable, vibrant school community where students, faculty, staff, and families develop a pride of ownership. The Executive Director is the face of the school and represents Cardinal Academy in the greater community to communicate the mission and vision, to advocate for the school, to build and maintain collaborative partners, and to bring collaborative partners and other volunteers to campus to instruct and mentor the students. When the community partners and volunteers are an integral part of the school, it gives students a sense of belonging and interdependence in a greater group that will follow them after graduation.

Academic Leadership

The Director of Academics will assist the Executive Director in monitoring and evaluating the effectiveness of the overall academic program to ensure that strategic academic goals are met. The Director of Academics will develop and implement short- and long-term plans for curriculum and instruction, will collaborate with faculty to create curricular materials, collect and share resources, and will identify and acquire academic resources making sure that it is learner-centered and aligned with Idaho State Standards and the mission of Cardinal Academy.

The Director of Academics will be current with best practices for both student instruction and professional development, lead the faculty in continuous improvement of instruction and school culture, and collaborate with faculty to analyze assessment and research data in order to inform and plan instruction around outcomes.

The Director of Academics will coach and mentor teachers, modeling best practices across multiple content areas and grade levels. The Director of Academics will know and understand the reasoning and basis for the Layered Curriculum instructional model, and will plan professional development to ensure all faculty are knowledgeable and confident in executing this instructional model. The Director of Academics will also collaborate with faculty to prioritize and plan the professional development schedule and Professional Learning Community (PLC) sessions. The Director of Academics will have a firm knowledge of the Danielson Framework in order to evaluate teachers

Executive Director

Emily Bergstrom, M.A., School Counselor and Licensed Professional Counselor, Bluum Idaho New School Fellow

Emily is a master's level counselor, certified in both mental health and school counseling, with more than a decade of extensive experience in the schools working with students, teachers, and administrators. Emily has dedicated her career to serving the underserved, especially pregnant and parenting teens and juvenile offenders. At Booth Marian Pritchett School, Emily was part of a strategic planning and continuous school improvement team. She provided the leadership in researching, developing, training, and implementing a schoolwide effort in becoming a "Trauma-Informed School," providing faculty and staff with the necessary knowledge and skills to work effectively with the student population, many of whom experience great trauma and Adverse Childhood Experiences (ACES) that affect their ability to learn. She also provided the leadership in researching, developing, training, and implementing a schoolwide Growth Mindset culture at Booth Marian Pritchett School. Emily researched and provided training to faculty and staff on the effects of burn-out working with traumatized students and then monitored faculty and staff for symptoms and provided intervention. She collaborated with The Salvation Army social worker to develop and implement the pregnancy, parenting, and life skills programs and services to our students. Emily has strong ties to stakeholders in the Boise community and she coordinated student services with more than 20 collaborating community partners.

Emily has a vision to build a team to create a therapeutic and accessible educational experience for Idaho's most vulnerable young adults and their children. She believes in a school program that provides students with their most basic needs, including mental health counseling for all students who seek it. By meeting basic needs first, students can access education in ways they have not been able to before. Students will be able to invest in their own education by developing their own plan and goals for learning. These emerging adults can then create the kind of life they desire for themselves and their children.

Emily has completed the required three-credit Danielson Model Teacher Evaluation course through Idaho State University, as required for the Public Charter School Administrator Certificate.

Additionally, during her fellowship year with Bluum, Emily will participate in Idaho-specific training on financial management and legal requirements for schools. She will participate in hands-on learning through residencies in some of Idaho's high-performing public charter schools. Emily will undergo professional development to effectively coach staff and improve their performance, while also regularly being coached by an expert in the field.

Emily will continue to learn and reflect on areas of development while she works to create a positive school culture and learning environment with high expectations for students. She will be evaluated by the Cardinal Academy board using the Idaho Standards for Effective Principals.

Director of Academics

Deborah Hedden-Nicely, M.A. Curriculum and Instruction, Bluum Idaho New School Fellow

Deborah has had an accomplished career as a professional educator and site administrator at the secondary and post-secondary level. She has comprehensive experience in teaching students of all ability levels, ages 13 to adult, creating special programs for at-risk students, especially pregnant and parenting students, and in differentiating curriculum to ensure that all students have the opportunity to learn and succeed.

During her tenure at the Booth Marian Pritchett School, Deborah worked with faculty in analyzing and evaluating assessment data and best practices research in order to inform, enrich, and differentiate their instruction to improve student academic success. She worked closely with Emily Bergstrom, academic/career counselor, in leading the faculty and staff in continual school improvement through professional development in-service during the Professional Learning Community (PLC) time and weekly faculty/staff meetings.

In her 40 year career, Deborah has developed an extensive background in managing an organization and business, including budgetary and financial responsibilities, hiring and managing staff as well as administering the day-to-day operation of a unique speciality high school and a business.

Deborah believes in a *circle of equals* management style, honoring and welcoming all ideas and concepts to the table, empowering people to have ownership in the organization. She believes entrepreneurship, creating and innovating, is as essential in education as it is in business.

Deborah has completed the three-credit Danielson Model Teacher Evaluation course through Idaho State University. As part of her Bluum fellowship, Deborah is committed to her own continued professional development by learning further about the prevailing best practices in coaching and mentoring faculty, and current directions in effective academics and teacher professional development. She plans on engaging in hands-on experiences in other public charter schools, enrolling in other professional development courses, and by engaging in coaching sessions with an instructional professional.

Fair Hiring Procedures

Cardinal Academy and its Board will comply with all fair hiring procedures as required by the state of Idaho under the advice of The Idaho Department of Labor and the Idaho Human Rights Commission.

Virtual and Blended Programs

Every Cardinal Academy student will be provided a laptop computer to use at school and at home. Our ultimate goal is to have students present on our campus in order to utilize all of the services available, but when students are unable to attend school due to pregnancy

complications, maternity leave, and family illness, students will already be equipped to continue their studies at home. By expanding access, we can ensure pregnant and parenting students are receiving the education for which they are entitled. Cardinal Academy will utilize an online educational platform for credit recovery and to supplement with courses we cannot offer onsite. Further, by having an online platform established, we will be better prepared in the event of another pandemic.

Other services can be offered virtually, as well. The fields of telehealth and telemental health have expanded this year in new and exciting ways. Counseling and social work services can be delivered safely and securely in accordance with HIPAA and state/national ethical guidelines. Additionally, the student store, The Salvation Army food pantry, and WIC clinic, can be accessed with appointments, social distancing and wearing masks.

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Appendices

Appendix A: Budgets and Facilities Options

Appendix B: Articles of Incorporation and Bylaws

Appendix C: Board of Directors and Petitioning Group

Appendix D: School Administration and Organizational Chart

Appendix E: None

Appendix F: Supporting Documentation

Appendix A: Budgets and Facilities Options

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
APPENDIX A: BUDGET TEMPLATE



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

Financial Summary							
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.							
Revenue							
Anticipated Enrollment for Each Scenario:		90	119	119	119	119	119
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget
Cash on Hand / Carryover		\$0.00	NA	\$94,127.00	\$37,420.00	\$29,347.70	\$49,057.20
Grants	262,000.00	\$253,000.00	\$253,000.00	\$70,000.00	\$60,000.00	\$40,000.00	\$0.00
Base Support	NA	\$217,414.00	\$287,236.00	\$295,848.00	\$304,723.00	\$313,862.00	\$323,273.00
Salary and Benefit Apportionment	NA	\$583,030.00	\$770,103.00	\$802,138.00	\$839,228.00	\$877,384.00	\$921,895.00
Transportation Allowance	NA	\$26,650.00	\$20,500.00	\$21,115.00	\$21,750.00	\$22,400.00	\$23,050.00
Special Distributions	NA	\$174,294.00	\$195,077.00	\$201,188.00	\$179,988.00	\$179,988.00	\$179,988.00
Federal Funds		\$107,703.00	\$138,203.00	\$154,340.00	\$169,000.00	\$183,730.00	\$188,780.00
REVENUE TOTAL	\$262,000.00	\$1,362,091.00	\$1,664,119.00	\$1,544,629.00	\$1,574,689.00	\$1,617,364.00	\$1,636,986.00
Expenditures							
	Pre-Operational Budget	Break-Even Year 1 Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget	Year 4 Budget	Year 5 Budget
Staff and Benefit Totals	\$213,500.00	\$982,725.00	\$1,114,146.00	\$1,179,142.00	\$1,199,656.00	\$1,227,767.00	\$1,258,652.00
Educational Program Totals	\$18,000.00	\$79,837.00	\$113,023.00	\$82,346.00	\$84,444.30	\$78,748.80	\$69,182.60
Technology Totals	\$3,000.00	\$107,425.00	\$151,950.00	\$68,500.00	\$69,500.00	\$55,500.00	\$41,500.00
Capital Outlay Totals	\$0.00	\$14,530.00	\$20,790.00	\$0.00	\$0.00	\$0.00	\$0.00
Board of Directors Totals	\$5,000.00	\$18,600.00	\$18,600.00	\$19,600.00	\$20,600.00	\$21,600.00	\$21,850.00
Facilities Totals	\$0.00	\$49,980.00	\$49,980.00	\$56,091.00	\$56,091.00	\$56,091.00	\$65,000.00
Transportation Totals	\$0.00	\$41,000.00	\$41,000.00	\$42,230.00	\$43,500.00	\$44,800.00	\$46,100.00
Nutrition Totals	\$0.00	\$45,203.00	\$45,203.00	\$49,000.00	\$61,250.00	\$73,500.00	\$76,000.00
Other	\$22,500.00	\$15,300.00	\$15,300.00	\$10,300.00	\$10,300.00	\$10,300.00	\$10,300.00
EXPENSE TOTAL	262,000.00	\$1,354,600.00	\$1,569,992.00	\$1,507,209.00	\$1,545,341.30	\$1,568,306.80	\$1,588,584.60
OPERATING INCOME (LOSS)	-	\$7,491.00	\$94,127.00	\$37,420.00	\$29,347.70	\$49,057.20	\$48,401.40
PREVIOUS YEAR CARRYOVER		-	\$0.00	\$94,127.00	\$131,547.00	\$160,894.70	\$209,951.90
NET INCOME (LOSS)	-	\$7,491.00	\$94,127.00	\$131,547.00	\$160,894.70	\$209,951.90	\$258,353.30

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Grants	230,000.00	JKAFF Fellowship
Other Revenue	32,000.00	JKAFF Startup Grant
REVENUE TOTAL	\$262,000.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	91,000.00	
Assistant Administrator	1.0	75,000.00	
Other Certified Staff Subtotals	2.0	166,000.00	
CERTIFIED STAFF TOTAL	2.0	166,000.00	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Admin / Front Office Staff	0.5	25,000.00	
CLASSIFIED STAFF TOTAL	0.5	25,000.00	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp			
FICA/Medicare	7.65%	14,612.00	FICA/ Medicare
Group insurance	4.13%	7,888.00	Fellowship benefits through Bluum including 403b
BENEFITS TOTAL		22,500.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		191,000.00	
TOTAL STAFF & BENEFITS TOTAL		213,500.00	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	18,000.00	Startup & Fellowship funds for travel, training, consultants
OVERALL EDUCATION PROGRAM TOTAL	18,000.00	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	18,000.00	

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Computers for Staff Use	3,000.00	Laptop, second monitor, keyboard & mouse for administrators
TECHNOLOGY TOTAL	3,000.00	

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
CAPITAL OUTLAY TOTAL	-	

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	2,000.00	Startup funds
Legal	3,000.00	Fellowship Funds - corp, 501C3 setup
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	5,000.00	

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
FACILITIES TOTAL	-	

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
TRANSPORTATION TOTAL	\$0.00	

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources

OTHER TOTAL	-
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Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
Advertising / Promo, radio, print, web	10,000.00	
Back Office Support Fees	-	Bluum provides at no cost during fellowship.
Web Design / Logos, etc	7,000.00	
Miscellaneous	5,000.00	
Office Supplies	500.00	
OTHER TOTAL	22,500.00	

Idaho Public Charter School Commission
Charter Petition: Operational Budgets

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Operational Revenue							
Anticipated Enrollment for Each Scenario:	90	119	119	119	119	119	
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Cash on Hand	-	-	NA	NA	NA	NA	
Grants	253,000	253,000	70,000	60,000	40,000	-	Provide documentation and details.
Entitlement	217,414	287,236	295,848	304,723	313,862	323,273	Attach the M & O Revenue Template
Salary and Benefit Apportionment	583,030	770,103	802,138	839,228	877,384	921,895	Attach the M & O Revenue Template
Transportation Allowance	26,650	20,500	21,115	21,750	22,400	23,050	65% of contract cost @ \$200/day, 205 Days
Federal Funds	NA	NA	NA	NA	NA	NA	
Projected Food Service Support/Revenue (Calc As 100%)	45,203	45,203	49,000	61,250	73,500	76,000	100% Pass through to Salvation Army
Title I Funds	8,000	19,000	19,570	20,160	20,760	21,380	Estimated based on per-pupil rate at Elevate
Title II Funds	2,500	4,000	4,120	4,240	4,370	4,500	Estimated based on per-pupil rate at Elevate
Title IV Funds - Not Available Y1	NA	NA	10,000	10,000	10,000	10,000	Estimated based on per-pupil rate at Elevate
Medicaid Funds	30,000	30,000	30,900	31,830	32,780	33,760	Based on hours expected to be billable
Idea Part B Funds	7,000	25,000	25,750	26,520	27,320	28,140	Estimated based on per-pupil rate at Elevate
Erate & State Broadband Support	15,000	15,000	15,000	15,000	15,000	15,000	Estimated 100% reimbursement of broadband
Special Distributions	NA	NA	NA	NA	NA	NA	
Charter School Facilities	37,800	49,980	49,980	49,980	49,980	49,980	SDE Special Distributions FY21 Guidance
Content and Curriculum	2,313	2,510	2,510	2,510	2,510	2,510	SDE Spec. Dist. FY20, assume no holdback FY22
Continuous Improvement Plans and Training	6,600	6,600	6,600	6,600	6,600	6,600	SDE Special Distributions FY21 Guidance
Gifted Talented	3,151	3,200	3,200	3,200	3,200	3,200	SDE Spec. Dist. FY20, assume no holdback FY22
Leadership Premiums	6,607	6,607	6,607	6,607	6,607	6,607	SDE Special Distributions FY21 Guidance
IT Staffing	9,575	15,000	15,000	15,000	15,000	15,000	SDE Special Distributions FY21 Guidance
Math and Science Requirement	33,100	33,100	33,100	2,900	2,900	2,900	SDE Special Distributions FY21 Guidance
Professional Development	20,185	20,551	20,551	20,551	20,551	20,551	SDE Spec. Dist. FY20, assume no holdback FY22
Safe and Drug-Free Schools	2,853	3,128	3,128	3,128	3,128	3,128	SDE Special Distributions FY21 Guidance
Technology (i.e. infrastructure)	43,110	45,401	45,401	45,401	45,401	45,401	SDE Special Distributions FY21 Guidance
College and Career Advisors/ Mentors	9,000	9,000	9,000	18,000	18,000	18,000	SDE Special Distributions FY21 Guidance
Literacy Proficiency	NA	NA	NA	NA	NA	NA	
Limited English Proficient (LEP)	NA	NA	-	-	-	-	Not estimated
School Facilities (Lottery)	NA	NA	6,111	6,111	6,111	6,111	SDE Special Distributions FY21 Guidance
REVENUE TOTAL	\$1,362,091.00	\$1,664,119.00	\$1,544,629.00	\$1,574,689.00	\$1,617,364.00	\$1,636,986.00	

Operational Expenditures

Section 1: Staffing													
1a: CERTIFIED STAFF	Break-Even Year 1 Budget 2021-2022		Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Year 4 Budget 2024-2025		Year 5 Budget 2025-2026		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers													
Elementary Teachers													
Secondary Teachers	5.5	325,000.00	5.5	325,000.00	5.5	333,670.00	5.5	342,600.00	5.5	353,000.00	5.5	363,400.00	Year-round contracts
Specialty Teachers													
Classroom Teacher Subtotals	5.50	325,000.00	5.50	325,000.00	5.50	333,670.00	5.50	342,600.00	5.50	353,000.00	5.50	363,400.00	Average classroom size: 12 to start
Special Education													
SPED Director	1.0	65,000.00	1.0	65,000.00	1.0	66,950.00	1.0	69,000.00	1.0	71,100.00	1.0	73,200.00	
Special Education Teacher													
Special Education Subtotals	1.00	65,000.00	1.00	65,000.00	1.00	66,950.00	1.00	69,000.00	1.00	71,100.00	1.00	73,200.00	Anticipated % Special Education Students:
Other Certified Staff													
Administrators	2.0	164,250.00	2.0	164,250.00	2.3	185,428.00	1.5	125,773.00	1.5	128,289.00	1.5	130,855.00	E. Bergstrom, Principal; D. Hedden-Nicely, Administrator leaving year 3, may join board then
Pupil Service Staff	2.0	128,500.00	2.6	167,500.00	2.6	172,500.00	2.6	177,600.00	2.6	181,140.00	2.6	184,680.00	1 School Social Worker, 1 Counselor, 1 Nurse/Medical Arts Teacher
Other Certified Staff Subtotals	4.00	292,750.00	4.60	331,750.00	4.85	357,928.00	4.10	303,373.00	4.10	309,429.00	4.10	315,535.00	
CERTIFIED STAFF TOTAL	10.50	682,750.00	11.10	721,750.00	11.35	758,548.00	10.60	714,973.00	10.60	733,529.00	10.60	752,135.00	

1b: CLASSIFIED STAFF	Break-Even Year 1 Budget 2021-2022		Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Year 4 Budget 2024-2025		Year 5 Budget 2025-2026		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	FTE	Amount	
Position													
Paraprofessionals- General	0.0	-	0.0	-	0.0	-	2.0	48,000.00	2.0	48,000.00	2.0	48,000.00	
Medicaid / Registrar / Compliance	0.0	-	1.0	40,000.00	1.0	50,000.00	1.0	50,000.00	0.6	51,500.00	0.6	53,000.00	
Executive Assistant/Marketing/Recruitment	1.0	50,000.00	1.0	50,000.00	1.0	51,500.00	1.0	53,000.00	1.0	54,600.00	1.0	56,200.00	
Academic Interventionist	0.5	19,000.00	1.0	38,000.00	1.0	40,000.00	1.0	42,000.00	1.0	43,300.00	1.0	44,600.00	
	0	0.0	0.0	-	0.0	-	0.0	-	0.0	-	0.0	-	
CLASSIFIED STAFF TOTAL	1.50	69,000.00	3.00	128,000.00	3.00	141,500.00	5.00	193,000.00	4.60	197,400.00	4.60	201,800.00	

1c: BENEFITS	Break-Even Year 1 Budget 2021-2022		Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Year 4 Budget 2024-2025		Year 5 Budget 2025-2026		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	Rate	Amount	
PERSI	11.94%	89,759.00	11.94%	101,460.00	11.94%	107,466.00	11.94%	108,412.00	11.94%	111,153.00	11.94%	113,900.00	
Workers comp	0.07%	526.00	0.07%	595.00	0.07%	630.00	0.07%	636.00	0.07%	652.00	0.07%	668.00	
FICA/medicare	7.65%	57,509.00	7.65%	65,006.00	7.65%	68,854.00	7.65%	69,460.00	7.65%	71,216.00	7.65%	72,976.00	
Group insurance	9.86%	74,160.00	10.25%	87,138.00	10.15%	91,343.00	11.26%	102,279.00	11.03%	102,646.00	11.08%	105,726.00	Starts at \$6K/ year, +3%/yr
Paid time off (PERSI - Retirement Sick Leave)	1.20%	9,021.00	1.20%	10,197.00	1.20%	10,801.00	1.20%	10,896.00	1.20%	11,171.00	1.20%	11,447.00	based on 10 days/yr per full-time, or equivalent
BENEFITS TOTAL		230,975.00		264,396.00		279,094.00		291,683.00		296,838.00		304,717.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		751,750.00		849,750.00		900,048.00		907,973.00		930,929.00		953,935.00	
TOTAL STAFF & BENEFITS TOTAL		982,725.00		1,114,146.00		1,179,142.00		1,199,656.00		1,227,767.00		1,258,652.00	

Section 2: Educational Program							
2a: OVERALL EDUCATION PROGRAM COSTS	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Professional Development	22,685.00	24,551.00	24,671.00	24,791.00	24,921.00	25,051.00	Assume use of all state and Title II funds
SPED Contract Services	7,000.00	25,000.00	25,750.00	26,520.00	20,000.00	10,000.00	OT, SLP Paid by IDEA, \$20 x 350 hrs
Contract Psychological Services (Medicaid)	2,250.00	2,975.00	2,975.00	2,975.00	2,975.00	2,975.00	Assume Psych Eval each student @ \$50 hr/ea, for
Medicaid Match Payments	7,500.00	7,500.00	7,725.00	7,957.50	8,195.00	8,440.00	medicaid match @ 25%
Contract Other Services (Medicaid)	900.00	1,800.00	1,854.00	1,909.80	1,966.80	2,025.60	Medicaid Billing at 3% Y1, 6% thereafter
Membership Dues	852.00	997.00	1,675.00	2,595.00	2,995.00	2,995.00	ISBA and ICSN per quotes
Authorizer Fee	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	Estimated
Back Office Support Fees	-	-	-	-	-	-	Bluum Provides at not cost for duration of JKAFF grant, contract attached for Y0/Y1
Office Supplies	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	Paper, folders, pencils, etc. based on historical for Marian Pritchett
OVERALL EDUCATION PROGRAM TOTAL	45,187.00	66,823.00	68,650.00	70,748.30	65,052.80	55,486.60	
2b: ELEMENTARY PROGRAM	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
ELEMENTARY PROGRAM TOTAL	-	-	-	-	-	-	
2c: SECONDARY PROGRAM	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Secondary Curriculum							
Business Education Curriculum	4,500.00	6,000.00	480.00	480.00	480.00	480.00	Needs based on history w/Marian Pritchett
Social Studies Curriculum	900.00	1,200.00	96.00	96.00	96.00	96.00	Needs based on history w/Marian Pritchett
Family and Consumer Sciences Curriculum	2,250.00	3,000.00	240.00	240.00	240.00	240.00	Needs based on history w/Marian Pritchett
English Curriculum	3,750.00	5,000.00	400.00	400.00	400.00	400.00	Needs based on history w/Marian Pritchett
Economics Curriculum	3,000.00	4,000.00	320.00	320.00	320.00	320.00	Needs based on history w/Marian Pritchett
Math Curriculum	3,000.00	4,000.00	320.00	320.00	320.00	320.00	Needs based on history w/Marian Pritchett
Science Curriculum	3,000.00	4,000.00	320.00	320.00	320.00	320.00	Needs based on history w/Marian Pritchett
Misc other Curriculum	3,000.00	4,000.00	320.00	320.00	320.00	320.00	Reserve, just in case
Title IV - Student Enrichment	-	-	10,000.00	10,000.00	10,000.00	10,000.00	Assume use of Title IV funds
Supplies	11,250.00	15,000.00	1,200.00	1,200.00	1,200.00	1,200.00	Needs based on history w/Marian Pritchett
SECONDARY PROGRAM TOTAL	34,650.00	46,200.00	13,696.00	13,696.00	13,696.00	13,696.00	
EDUCATIONAL PROGRAM TOTAL	79,837.00	113,023.00	82,346.00	84,444.30	78,748.80	69,182.60	
Additional Notes or Details Regarding Educational Program Expenditures:							

Section 3: Technology							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Internet Access	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	
IT Support Contract	9,575.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	VirtualIT or similar contractor annual fee
IT Support - Startup - Set up all technology	9,450.00	9,450.00	-	-	-	-	One-time setup costs
Photocopiers - HP Color LaserJet Enterprise Flow MFP M681z	7,000.00	7,000.00	-	-	-	-	Online price w/3 year support
Toner and other supplies	-	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	Estimated
Other Computers and other Student Tech	-	-	5,000.00	5,000.00	-	-	
SmartTV, Whiteboard and Google Cast, and TV Mount to wall (\$1k each room)	6,600.00	6,600.00	-	-	-	-	\$1100 per teacher
Chromebooks for Students, including charging carts	36,000.00	56,000.00	14,000.00	14,000.00	14,000.00	-	\$500 per student total
Charging Stations (16 per), \$200 ea	-	1,800.00	-	-	-	-	\$200 x 9, each holds 16
Desktop, Monitor, Mouse, Keyboard for business lab	6,000.00	6,000.00	6,000.00	6,000.00	-	-	\$1000 x 6 workstations
Laptops, Monitor, Mouse, Keyboard for business classes	-	10,800.00	-	-	-	-	\$1,800 x 6 workstations
Laptop, Monitor, Mouse, Keyboard for Teachers & Staff	11,000.00	14,000.00	3,000.00	3,000.00	-	-	11 Initial staff x \$1000, 2 admins have tech from startup year
Small Printers	800.00	800.00	-	-	-	-	2 Epsoms @\$399
Microsoft for Education - online 365	-	-	-	-	-	-	
Infinite Campus	5,000.00	5,000.00	6,000.00	7,000.00	7,000.00	7,000.00	Estimate based on prelim research
Edplan - PCG for IEP Management (Statewide contract)	-	-	-	-	-	-	
Star Reading and Math Assessments through Renaissance	1,000.00	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	Estimated
TECHNOLOGY TOTAL	107,425.00	151,950.00	68,500.00	69,500.00	55,500.00	41,500.00	
Additional Notes or Details Regarding Technology Expenditures:							

Section 4: Non-Facilities Capital Outlay							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
12 Staff - Desk, Chair, Cabinet	7,000.00	7,000.00	-	-	-	-	\$500+\$200+\$150 x 12, front office has counter
Student Tables	1,850.00	1,110.00	-	-	-	-	25 Tables, price at Costco.com
Student Chairs	3,500.00	10,500.00	-	-	-	-	60 Chairs, Price @ Costco.com
File Cabinets for front office 2 x4 dw + 4 x 2 dw	1,180.00	1,180.00	-	-	-	-	Costco Pricing
Misc other items	1,000.00	1,000.00	-	-	-	-	Reserve for misc items
CAPITAL OUTLAY TOTAL	14,530.00	20,790.00	-	-	-	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:							

Section 5: Board of Directors							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00	6,600.00	Assume use of state funds.
Legal	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	Based on history of no legal issues, placeholder.
Insurance (property, liability, E & O, etc.)	5,000.00	5,000.00	6,000.00	7,000.00	8,000.00	8,250.00	Based on ICRMP rates for small leased school, transportation insurance provided by Salvation Army.
Audit	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	Audit and 990 based on current Quest CPA rates
BOARD OF DIRECTORS TOTALS	18,600.00	18,600.00	19,600.00	20,600.00	21,600.00	21,850.00	

Additional Notes or Details Regarding Board of Directors Expenditures:

Section 6: Facilities Details (consistent with facilities template)							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Mortgage or Lease	49,980.00	49,980.00	56,091.00	56,091.00	56,091.00	65,000.00	Salvation Army facility provided at state Charter Facility funding rate
Repairs and Maintenance	-	-	-	-	-	-	Included in facility lease w/Salvation Army.
Facilities Maintenance Contracts (i.e. snow removal, trash; lawn care, custodial, security, etc.)	-	-	-	-	-	-	Included in facility lease w/Salvation Army.
Utilities (i.e. gas, electric, water, etc.)	-	-	-	-	-	-	Included in facility lease w/Salvation Army.
Phone	-	-	-	-	-	-	VOIP part of internet service cost
FACILITIES TOTAL	49,980.00	49,980.00	56,091.00	56,091.00	56,091.00	65,000.00	

Additional Notes or Details Regarding Facilities Expenditures:

Section 7: Transportation							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Daily Transportation	41,000.00	41,000.00	42,230.00	43,500.00	44,800.00	46,100.00	Contract with Salvation Army, up to 3 20-passenger busses, \$200/day flat fee, 205 days
TRANSPORTATION TOTAL	41,000.00	41,000.00	42,230.00	43,500.00	44,800.00	46,100.00	

Additional Notes or Details Regarding Transportation Expenditures:

Section 8: Nutrition Program							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Food Costs	36,203.00	36,203.00	40,000.00	52,250.00	64,500.00	67,000.00	Contract with Salvation Army - 205 days of breakfast and lunch, 45 students avg
Non-Food Costs	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	9,000.00	Contract with Food Service program specialist
NUTRITION TOTAL	45,203.00	45,203.00	49,000.00	61,250.00	73,500.00	76,000.00	

Additional Notes or Details Regarding Other Expenditures:

Section 9: Other Expenditures							
Line Item / Account	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	Assumptions / Details / Sources
Advertising / Promo, radio, print, web	10,000.00	10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
Web Design / Logos, etc	300.00	300.00	300.00	300.00	300.00	300.00	
Miscellaneous	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	
OTHER TOTAL	15,300.00	15,300.00	10,300.00	10,300.00	10,300.00	10,300.00	

Additional Notes or Details Regarding Other Expenditures:

ANALYSIS OF 3% ENTITLEMENT INCREASE VS 0% ENTITLEMENT INCREASE

	Break-Even Year 1 Budget 2021-2022	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Year 4 Budget 2024-2025	Year 5 Budget 2025-2026	
Support Units	7.66	10.12	10.12	10.12	10.12	10.12	
Originally Budgeted Distribution Factor	\$ 28,383	\$ 28,383	\$ 29,234	\$ 30,111	\$ 31,014	\$ 31,944	
Entitlement Budget In Original Petition	\$ 217,414	\$ 287,236	\$ 295,848	\$ 304,723	\$ 313,862	\$ 323,273	
2020-2021 State Distribution Factor (assumes 0% Increase)	\$ 27,556	\$ 27,556	\$ 27,556	\$ 27,556	\$ 27,556	\$ 27,556	
Entitlement if no 3% increase any year:	\$ 211,079	\$ 278,867	\$ 278,867	\$ -	\$ 278,867	\$ 278,867	
Budget Difference:	\$ (6,335)	\$ (8,369)	\$ (16,981)	\$ (25,856)	\$ (34,995)	\$ (44,406)	
Reduce Miscellaneous Expense:	\$ 1,094						
Net Income per original budget	\$ 7,491	\$ 94,127	\$ 37,420	\$ 29,348	\$ 49,057	\$ 48,401	Budgeted Net Income with 3% Increase Assumption
net income if no 3% increase:	\$ 2,250	\$ 85,758	\$ 20,439	\$ 3,491	\$ 14,062	\$ 3,995	Budgeted Net Income with 0% Increase Assumption

Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	119													
Revenue														
Grants	253,000	253,000												253,000
Entitlement	287,236		143,618			57,447			57,447			28,724		287,236
Salary and Benefit Apportionment	770,103		385,052			154,021			154,021			77,009		770,103
Transportation Allowance	20,500		10,250			4,100			4,100			2,050		20,500
Special Distributions	195,077								97,539			97,539		195,077
Federal Funds	138,203				15,356	15,356	15,356	15,356	15,356	15,356	15,356	15,356	15,355	138,203
Total Revenue	1,664,119	253,000	538,920	-	15,356	230,924	15,356	15,356	328,463	15,356	15,356	220,678	15,355	1,664,119
Expenditures														
Salaries and Benefits	1,114,146			111,415	111,415	111,415	111,415	111,415	111,415	111,415	111,415	111,415	111,411	1,114,146
Education Program	113,023												113,023	113,023
Technology Totals	151,950			75,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	60,950	151,950
Capital Outlay Totals	20,790			18,800									1,990	20,790
Board of Directors	18,600			1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	1,860	18,600
Facilities	49,980		49,980										-	49,980
Transportation	41,000				4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,556	4,552	41,000
Nutrition	45,203				5,023	5,023	5,023	5,023	5,023	5,023	5,023	5,023	5,019	45,203
Other	15,300				1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	1,700	15,300
Total Expenditures	1,569,992	-	49,980	207,075	126,554	126,554	126,554	126,554	126,554	126,554	126,554	126,554	300,505	1,569,992
Cash Flow														
Operational Cash Flow		253,000	488,940	(207,075)	(111,198)	104,370	(111,198)	(111,198)	201,909	(111,198)	(111,198)	94,124	(285,150)	94,127
Cash on Hand	-	-	253,000	741,940	534,865	423,667	528,037	416,839	305,641	507,550	396,352	285,154	379,277	
Cash End of Period		253,000	741,940	534,865	423,667	528,037	416,839	305,641	507,550	396,352	285,154	379,277	94,127	94,127

**2021 - 2022 BUDGET WORKSHEETS - BREAK EVEN ANALYSIS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2021 - 2022 7.66
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2021-2022 \$ 28,383
- 3 Entitlement (line 1 x line 2) \$ 217,414

4 Salary Apportionment: 1st Reporting Period Units 7.66
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.90740	\$44,837	\$52,750	\$487,524

- 5 Estimated Base Support (line 3 + line 4) \$ 704,938 431100
- 6 Add: Benefit Apportionment \$ 95,506 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 26,650 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 827,094
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

**2021 - 2022 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2021 - 2022 10.12
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2021-2022 \$ 28,383
- 3 Entitlement (line 1 x line 2) \$ 287,236

4 Salary Apportionment: 1st Reporting Period Units 10.12
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.90740	\$44,837	\$52,577	\$643,953

- 5 Estimated Base Support (line 3 + line 4) \$ 931,189 431100
- 6 Add: Benefit Apportionment \$ 126,150 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 20,500 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 1,077,839
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

**2022 - 2023 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2022 - 2023 10.12
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2022-2023 \$ 29,234
- 3 Entitlement (line 1 x line 2) \$ 295,848

4 Salary Apportionment: 1st Reporting Period Units 10.12
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.88028	\$46,964	\$54,371	\$670,740

- 5 Estimated Base Support (line 3 + line 4) \$ 966,588 431100
- 6 Add: Benefit Apportionment \$ 131,398 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 21,115 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 1,119,101
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

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School District Name: Cardinal Academy School District Number:

**2023 - 2024 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2023 - 2024 10.12
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2023-2024 \$ 30,111
- 3 Entitlement (line 1 x line 2) \$ 304,723

4 Salary Apportionment: 1st Reporting Period Units 10.12
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.77497	\$49,704	\$56,371	\$701,754

- 5 Estimated Base Support (line 3 + line 4) \$ 1,006,477 431100
- 6 Add: Benefit Apportionment \$ 137,474 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 21,750 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 1,165,701
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

**2024 - 2025 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2024 - 2025 10.12
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2023-2024 \$ 31,014
- 3 Entitlement (line 1 x line 2) \$ 313,862

4 Salary Apportionment: 1st Reporting Period Units 10.12
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.84150	\$51,943	\$59,402	\$733,660

- 5 Estimated Base Support (line 3 + line 4) \$ 1,047,522 431100
- 6 Add: Benefit Apportionment \$ 143,724 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 22,400 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 1,213,646
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

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School District Name: Cardinal Academy School District Number:

**2025 - 2026 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2025 - 2026 10.12
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2023-2024 \$ 31,944
- 3 Entitlement (line 1 x line 2) \$ 323,273

4 Salary Apportionment: 1st Reporting Period Units 10.12
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.86023	\$54,731	\$63,577	\$770,880

- 5 Estimated Base Support (line 3 + line 4) \$ 1,094,153 431100
- 6 Add: Benefit Apportionment \$ 151,015 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 23,050 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 1,268,218
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

Appendix B: Articles of Incorporation and Bylaws

BYLAWS OF CARDINAL ACADEMY PUBLIC SCHOOL, INC.

Article 1. Name and offices

A. Name

The name of the corporation shall be Cardinal Academy Public School, Inc.

B. Principal office

The principal office of the corporation shall be located in Ada County, Idaho. The Corporation may have such other offices, either within or without the State of Idaho, as the Board of Directors may designate or as the business of the corporation may require from time to time.

C. Registered office

The registered office of the corporation required by the Idaho Business Corporation Act to be maintained in the State of Idaho may be, but need not be, identical with the principal office in the State of Idaho, and the address of the registered office may be changed from time to time by the board of directors.

D. Purpose

The corporation is organized and shall be operated exclusively for the specific purposes set forth in the corporation's Articles of Incorporation, namely educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

Article 2. Board of Directors

A. General powers

The business and affairs of the corporation shall be managed by its Board of Directors.

B. Number, tenure and qualification

The number of directors of the corporation shall consist of not less than 5 nor more than 15 persons and each directorship shall have a numerical designation as follows: Director 1, Director 2, Director 3 and so on. During the initial year of operation, the Board shall be comprised of the Directors listed in the Articles of Incorporation and any other Directors elected by the then current Board or appointed in accordance with these bylaws.

Directors 1, 4, 7, 10, and 13 shall hold office until the 2021 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. Directors 2, 5, 8, 11, and 14 shall hold office until the 2022 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. Directors 3, 6, 9, 12 and 15 shall hold office until the 2023 annual meeting of the Board of Directors, or until they shall have appointed successors, whichever shall first occur, or until their earlier death, resignation, or removal. The Directors stated in the Articles may, at any time prior to the designated annual meeting of the Board of Directors, appoint successors and/or additional directors up to the maximum number of directors allowed under these Bylaws and such directors shall serve until the designated annual meeting of the corporation.

Thereafter, all directors shall serve until replaced by a duly elected replacement or otherwise removed pursuant to these Bylaws. The term of service between appointments shall be a term of 3 years. Seats shall be staggered to ensure staggered transitions going forward. After the initial term of each seat directors shall serve for a term of 3 years.

C. Appointment of Directors

During the initial year of operations, the Board shall consist of those Directors appointed pursuant to the terms of these Bylaws. After the initial year of operations Directors will continue to be appointed by a majority vote of Directors at the Corporation's annual meeting as per Board-approved nominating policy.

D. Vacancies

Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors, even if less than a quorum. A Director appointed to fill a vacancy shall be appointed for the un-expired term of his/her predecessor in office. Any directorship to be filled by reason of an increase in the amount of directors may be filled by appointment by the Board of Directors for a term of office continuing only until the next annual meeting.

E. Compensation

By resolution of the Board of Directors, each director may be paid his/her expenses, if any, of attendance at each meeting of the Board of Directors. There shall be no salary or fixed sum paid to any director other than expenses of attending meetings or other authorized functions.

F. Removal of Director

Any board member may be removed with or without cause by a supermajority vote of sixty (60) percent of all Board Directors present and voting. A Director may be removed only at a meeting of the Board of Directors called for the purpose of removing one or more Director(s). Said meeting and vote is not required in circumstances of the resignation or death of a Director. Any vacancy in the Board of Directors caused by removal, death, resignation, or an increase in the number of Directors by reason of amendment of the Bylaws shall be filled as specified in Section 2.D herein.

G. Meetings by telephone / Internet

Members of the Board of Directors or any Committee may participate in a meeting of the Board or Committee by means of conference telephone, online video chat, or similar communications equipment by which all persons participating in the meeting can hear each other at the same time as allowed through the state open meetings laws. Such participation shall constitute presence in person at the meeting. As public must be able to attend phone meetings, at least one Board member or an Administrator must be present at the posted meeting location. All board meetings shall comply with the Idaho Open Meeting laws.

H. Committees

The Board of Directors may create one or more committees and the Board Chair shall appoint members of the Board of Directors to chair them. Members of the committees other than the chairperson need not be directors. Each committee may have two or more members, as appointed by the Board Chair. The provisions of this Article which govern meetings, action without meetings, and quorum and voting requirements of the Board of Directors, shall apply to committees and their members as well.

Article 3. Board Meetings

A. Annual meeting

The annual meeting of the Board of Directors shall be held at the time and date established by the Board of Directors. In the absence of a designation from the Board of Directors, the annual meeting shall be held on the 2nd Tuesday in June, or on such other date as the Board shall decide. The failure to hold the meeting at the time stated shall not affect the validity of any corporate action.

B. Regular meetings

The Board of Directors may establish, by action at a meeting or unanimous written consent, the time and place for holding subsequent regular meetings of the Board of Directors. The Board of Directors shall hold no less than three (3) Regular meetings from July of each year through June of the following year.

C. Special meetings

Special meetings of the Board of Directors may be called by or at the request of the Chair or at least three (3) directors. The person or persons authorized to call special meetings of the Board of Directors shall fix any place, either within Ada County in the State of Idaho, as the place for holding any special meeting of the Board of Directors called by them.

D. Public Meetings

Except as otherwise permitted by Idaho code, all meetings shall be open to the public. Pursuant to Title 33, Chapter 52 of the Idaho Code, all other provisions of Title 74, Chapter 2 of the Idaho Code shall be applicable to meetings called by the Directors of the Corporation.

E. Notice and Agendas

Agenda notices for regular meetings will be posted at least 5 days in advance, in order to comply with open meeting law. Agenda items may be added subsequent to notice provided a good faith effort was made to include all known agenda items in the published notice at the time of its publication. Amendments to the agenda will follow the requirements of Idaho's open meeting laws.

Notice of any special meeting will comply with Idaho open meeting laws.

F. Quorum

A majority of the number of directors then in office shall constitute a quorum for the transaction of business at any meeting of the board of directors, but if less than such majority is present at a meeting, a majority of the directors present may adjourn the meeting without further notice.

G. Manner of taking action

The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Action required or permitted to be taken by the laws of the State of Idaho at a meeting of the Board of Directors may be taken without a meeting. If all the Directors consent to taking such action without a meeting, the affirmative vote of all of the Directors shall be the act of the Board. The action must be evidenced by one (1) or more written consents describing the action taken, signed by each Director in one (1) or more counterparts, indicating each signing Director's vote or abstention on the action, and included in the minutes or filed with the corporate records reflecting the action taken. Action taken under this section shall be effective when the last Director signs the consent, unless the consent specifies a different effective date. A consent signed under the section shall have the effect of a meeting vote and may be described as such in any document. Actions taken via email shall be ratified at the next meeting of the Board of Directors. All actions shall comply with Idaho open meetings laws.

H. Meeting Minutes

Written minutes shall be maintained at all meetings of the Board of Directors. Neither a full transcript nor a recording of the meeting is required. Minutes shall be available to the public within a reasonable time after the meeting, including: (a) Members of the Directors present; (b) Motions, resolutions, orders, or ordinances proposed and their disposition; (c) Results of all votes. Minutes of any executive sessions held by the Directors of the Corporation under Title 74, Chapter 2 of the Idaho Code may be limited to material, the disclosure of which is not inconsistent with the provisions of section 74-206, Idaho Code, but must contain sufficient detail to convey the general tenor of the meeting.

I. Executive Sessions

Executives sessions, closed to any persons for deliberation on specified matters, may be held by the Board of Directors for those reasons outlined and specified in Title 74-206, Chapter 2 of the Idaho Code. Unless otherwise allowed by law, no Director may disclose the content of an executive session to an outside source.

Article 4. Officers

A. Numbers

The officers of the corporation shall be a Chair, Vice Chair, Secretary, and Treasurer.

B. Election and term of office

The officers of the corporation shall be selected from the members of the Board of Directors and shall be elected annually by the Board of Directors at the annual meeting of the stakeholders of the Corporation. The initial Board of Directors shall select initial officers who shall serve until the first annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Each officer shall hold office until his/her successor shall have been duly elected and shall have qualified or until his/her death or until he/she shall resign or shall have been removed in the manner hereinafter provided.

C. Removal

Any officer or agent may be removed by the Board of Directors whenever, in its judgment, the best interests of the corporation will be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed. Election or appointment of an officer or agent shall not of itself create contract rights.

D. Vacancies

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the un-expired portion of the term.

E. Chair

At its annual meeting, the Board of Directors shall elect from among its members a Board Chair who shall, when present, preside at all meetings of the Board of Directors and ensure the Board of Directors follows appropriate parliamentary procedures. The Chair shall be the principal executive officer of the corporation and, subject to the control of the Board of Directors, shall be responsible to establish the agenda for all meetings of the stakeholders of the Corporation and all meetings of the Board of Directors and ensure that all participants in such meetings have access to the materials necessary to their participation. The Chair shall serve as the chief liaison between the Board of Directors and the school administration and as the primary signing agent for all official board documents. The Chair shall also be

responsible to ensure compliance by the Board of Directors with the performance certificate, the board manual, if any, and these corporate Bylaws.

F. Vice Chair

In the absence of the Chair or in the event of his/her death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair.

G. Secretary

The Secretary shall: (a) keep the minutes of the proceedings of the members and of the Board of Directors in one (1) or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records, excepting the financial records; (d) keep a register of the post office address of each board member which shall be furnished to the secretary by such board member; and (e) in general perform all duties incident to the office of secretary.

H. Treasurer

The Treasurer shall: (a) serve as the chief liaison with the business manager for the school; and (b) in general perform all of duties incident to the office of treasurer.

I. Salaries

The officers shall serve without compensation other than reimbursement for expenses.

Article 5. Contracts, loans, checks, and deposits

A. Contracts

The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

B. Loans

No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a majority vote of the Board of Directors. Such authority may be general or confined to specific instances.

C. Checks, drafts, etc.

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by a majority vote of the Board of Directors.

D. Deposits

All funds of the Corporation shall be deposited from time to time to the credit of the Corporation and in such banks, trust companies or other depositories as the Board of Directors may select.

Article 6. Fiscal year

The fiscal year of the Corporation shall begin on July 1 and shall end on June 30.

Article 7. No private inurement

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the Articles of Incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions, the corporation shall not carry on any other activities not permitted to be carried on

- (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, as amended; or
- (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, as amended.

Article 8. Corporate seal

The corporation shall not have a corporate seal.

Article 9. Waiver of notice

Whenever any notice is required to be given to any member of the Board of Directors of the corporation under the provisions of these Bylaws or under the provisions of the Act, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

Article 10. Amendments

These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by a majority vote of the Board of Directors at any annual, regular or special meeting.

Article 11. Indemnification

The corporation shall indemnify its directors, officers, employees and agents to the fullest extent permitted under Idaho Code 30-3-88.

Article 12. Dissolution

Upon dissolution, and once appropriate assets have been used first to satisfy payroll obligations, then to pay creditors, the school will donate or redistribute the remaining assets to the Public School Income Fund, in accordance with the requirements of Idaho Code 33-5212(2). Any assets bought with federal funds will be returned to the Idaho Public Charter School Commission and will not be used to pay creditors. Any remaining assets will be distributed to another charitable organization as required by the Internal Revenue Code.

Article 13. Severability

The invalidity of any provision of these bylaws shall not affect the other provisions.

Appendix C: Board of Directors and Petitioning Group

Founding Board/Board of Directors	
Name	Office
<u>Patricia Kempthorne</u>	<u>Board Chair</u>
Greg Richmond	Board Treasurer
Jason Hudson	Board Secretary
Catherine Olschanowsky	Board Vice-Chair - <u>Treasurer</u>
Hannah Gayle	
Emily McClure	Board Chair - <u>Vice-Chair</u>

Petitioning Group	
Name	Role(s)
Emily Bergstrom	Executive Director, Co-Founder
Deb Hedden-Nicely	Director of Academics, Co-Founder

A number of other individuals have contributed to the vision of Cardinal Academy, including:

- Kim Kelzer, former TSA Social Worker. Kim has provided expertise regarding the needs of the social work program, its expansion, and delineation of roles between the Salvation Army and Cardinal Academy's social work programs.
- Lindsay Klein, former TSA Social Worker, current employee of Idaho Department of Health and Welfare. Lindsay has provided advice regarding Salvation Army relations.
- Cindy Lee, retired Marian Pritchett School Business Education teacher. Cindy has provided valuable information regarding the Business Education CTE program. She worked her entire teaching career at the Marian Pritchett School and holds valuable institutional knowledge.

- Stacie Kettner, retired Marian Pritchett School and Timberline High School Business Education teacher. Stacie has provided valuable connections with the Idaho Division of Career-Technical Education and has advised our team for course planning purposes.
- Marc Carignan, CFO of Bluum provided expertise in developing the budget.

PATRICIA J. KEMPTHORNE

Boise, ID (208) 863-5075

AREAS OF EXPERTISE

- Community engagement
- Non-profit development
- Early learning
- Board membership
- Strong families
- Advocacy

PROFESSIONAL EXPERIENCE

The Twiga Foundation, Founder and CEO

2005-Present

2005-2011 created When Work Works in partnership with the Families and Work Institute of New York and the Institute for a Competitive Workforce, an affiliate of the U.S. Chamber of Commerce, to promote the Alfred P. Sloan Award for Business Excellence in Workplace Flexibility.

2005-2010 partnered in the Workplace Flexibility 2010 project with the Georgetown University Legislative Law Clinic to help create a dialogue of thoughtful political consensus in the area of workplace flexibility.

2009-present Twiga became the exclusive licensee of BLOCK Fest®, an interactive exhibit that promotes early math and science learning, social emotional development, and parent engagement through block play for children from eight months to eight years. Twiga has continued to develop and market the project nationwide.

2011-2012 led a study with the Center for Aging and Work at Boston College called States as Employers of Choice, that focused on career flexibility in the public sector workforce.

The Idaho Foodbank, Capital Campaign, Chair

2015-Present

-Championed a multi-million-dollar fundraising effort to expand warehouses in Idaho

Parents as Teachers National Center Board, Board Member

2007-Present

-Chair of the Board **2017-2021**

-Led the search committee for the hiring and review of the CEO

-International home-visiting organization in 50 states and seven countries

St. Luke's Children's Advisory Board (CAB), Board Member

2000-Present

-Chair of the Board **2019-2020**

-Community board involved in philanthropy and advocacy for children's health

First Lady of Idaho

1999-2006

-Created the Governor's Coordinating Council for Families and Children

-Led several initiatives as part of the Governor's "Generation of the Child" including organizing and facilitating roundtables across the state

-Represented the Governor on boards and commissions related to healthy children and families

EDUCATION

University of Idaho, Bachelor of Science in Business Management, **1975**

University of Idaho, Honorary Doctorate in Administrative Science, **2014**

Greg Richmond

10867 S. Hoyne Avenue, Chicago, IL 60643

Greg.Richmond.hdf@gmail.com

773.559.1877

Employment

Bluum

Strategic Advisor

2020 - present

Provide strategic and operating support to the CEO, Idaho schools, and authorizers, including:

- Supporting schools' efforts to plan for re-opening after the coronavirus pandemic.
- Securing federal funds, including the Paycheck Protection Program and Education Stabilization Funds.
- Assist school districts working to develop new charter schools.
- Support current and aspiring charter schools in issues related to authorization.
- Assist with the implementation of Bluum's federal Charter School Program grant.

National Association of Charter School Authorizers

Chief Executive Officer

2005 – 2019

Built a small association of agencies that oversee charter schools into a powerful, multi-faceted national organization focused on quality outcomes for students.

- Established the organization's vision, mission, and values. Through inclusive processes that solicited input from diverse stakeholders throughout the country, developed strategic plans with clear goals and objectives.
- Developed the management and operating systems to execute the strategic plans, including logic models, multi-year financial plans, measurement systems, and tracking tools to direct staff and to report on progress to the board.
- Managed staff within a positive culture that provided clarity of expectations, regular feedback, recognition of good work, and opportunities to learn and grow. Annually administered Gallup's Q12 employee satisfaction survey and consistently scored above the 90th percentile among all employers across the nation.
- Coordinated the efforts of multiple divisions comprised of diverse professional skill sets (including program staff, communications, development, and finance) to achieve organizational goals and objectives.
- Achieved the organization's goals within the 2012-2017 strategic plan, referred to as our "One Million Lives" campaign, by strengthening charter school laws in 23 states, improving the professional practices of 80% of large authorizing agencies across the country, and providing intensive development to 75 professionals, leading to just over one million students being served in better schools during the five years of the plan.
- Served as the public representative of the organization to multiple audiences, in personal meetings and public events, through print and broadcast news media, and through social media.

Developed and successfully executed communications plans that determined our target audiences, primary message, and performance metrics.

- Testified before Congress on multiple occasions and met individually with Senators, Congressmen, and Secretaries of Education Duncan and DeVos.
- Worked collaboratively with NACSA's board to focus on the organization's performance against its goals, objectives and financial metrics. Established an advisory board of stakeholders that strengthened relationships among key constituencies and served as a pipeline of candidates for the Board of Directors.
- Produced stellar financial results:
 - Grew the budget from less than \$1 million annually to \$7 million,
 - Inherited a negative reserve fund balance and grew it to \$1.5 million,
 - Generated diversified income exceeding \$60 million over 15 years, including more than \$45 million of philanthropic and federal grants, and \$15 million of earned income,
 - Produced clean, unqualified audits with no internal control issues or management letters for the past 8 years, and
 - Served as a fiscal agent for the Walton Family Foundation and Bill and Melinda Gates Foundation.

Chicago Public Schools

Chief Officer for New Schools Development, 2003 – 2005.

Director, Charter Schools Office, 1996 – 2003.

Legislative Liaison, 1994-1996.

Worked collaboratively with educators, community organizations, and peers within the public school system to create new schools, that included charter schools, small schools and contract schools.

- Provided overall leadership for the district's new schools initiatives. Served as the district's founding Director of its Charter Schools Office, later promoted to oversee all new schools opened within the district.
- Created the district's system for evaluating new school proposals, including the academic, financial, management, governance, and facilities plans for each proposal. Built and managed diverse proposal evaluation teams, criteria, and processes.
- Created the district's system for evaluating the performance of existing charter schools, including academic, financial, and compliance criteria. The system later became the foundation of a school quality evaluation framework implemented for all district schools.
- Worked collaboratively with charter school staff and district staff to establish policies and practices to define the relationship between charter schools and the district, solve problems, and seize opportunities
- Met frequently with educators and community organizations that were interested in starting new schools.
- Regularly briefed and received input from the Mayor's Office and city council members on new schools planned for their neighborhoods.
- Represented the school district in community meetings throughout the city and with news media.
- Created a formal process for engaging community residents in the review of proposed new schools. Represented the school district at community meetings, receiving input from residents who both supported and opposed various new school proposals.

State of Illinois

Legislative Analyst. State Senate Education and Appropriations Committees. 1991-1994.

Policy Analyst. Illinois Attorney General. 1990 – 1991.

Budget Analyst. Illinois Bureau of the Budget. 1989 – 1990.

Volunteer Public Service

Illinois State Charter School Commission

Chairman, 2011 - 2015

- Appointed by the Governor to serve as the founding chairman of Illinois' newly-created State Charter School Commission.
- Developed and maintained positive relationships with Commissioners, who represented urban, suburban, and rural communities as well as a variety of attitudes toward charter schools.
- Chaired Commission meetings in communities throughout the state, including highly-charged meetings in which proposals for new charter schools were being considered.
- Met frequently with state legislators and testified before legislative committees.

Boards

- Perspectives Charter School, 2020 to present
- Equitable Facilities Fund (EFF), 2017 to 2020.
- Facilities Investment Fund (FIF), 2017 to 2020.
- National Association of Charter School Authorizers, 2000 to 2005. (Founding Chair)
- National Alliance for Public Charter Schools.
- Illinois Network of Charter Schools.

Fellowships & Volunteer Service

- Senior Fellow, Ed Institute, Georgetown University, McCourt School of Public Policy
- Social Venture Partners – Chicago
- Pahara Fellow, Aspen Institute's Global Leadership Network
- Aspen Institute's Commission on No Child Left Behind

Education

- Master of Arts, Public Affairs. University of Minnesota
- Bachelor of Science, Geography. University of Wisconsin

Jason L. Hudson

115 S Jackson St Boise, ID 83705 (208) 761-6335 Jason.L.Hudson@gmail.com

Professional Experience

Idaho State AFL-CIO, Boise, ID

Director - Government Affairs, December 2018 - present

Director - Idaho Worker's Opportunity Network, January 2015 - December 2018

I currently work as the Government Affairs Director of the Idaho AFL-CIO, serving as our full time lobbyists to the Idaho Legislature, as well as our lobbyist to Idaho's federal delegation to the US Congress, when warranted. I work with the Idaho Governor's office and state administrative agencies on policy matters related to worker rights, worker safety, and building good jobs in Idaho. I also educate our members and affiliates about participation in government and the political process, and develop and implement our electoral programs to support pro-worker candidates for public office.

As the Director of the Idaho Worker's Opportunity Network, I served as the state's Labor Liaison, coordinating activities and communication between the Department of Labor and the local unions across the state affiliated with the Idaho State AFL-CIO. I work with the Idaho Workforce Development Council and the Idaho Division of Profession-Technical Education to help develop state policies to promote and support a well educated and well trained workforce. I served as the chief proponent of JATC Apprenticeship programs in the state, working with the training directors of the 26 apprenticeship training centers that serve Idaho to improve their reach and recruit people to train for high skill careers in the construction crafts. I worked with students in our schools and with adults interested in apprenticeship training to help them understand the options available to them through and to provide support through the application process.

Better Idaho, Boise, ID

Executive Director, May 2013 - December 2014

I founded Better Idaho, a political communications organization that uses research based messages and cutting edge digital strategies to communicate progressive messages that advance a winning narrative. Working with both local leaders and national advisors, I developed a communications strategy to help reframe the public policy debate in Idaho and hold public officials accountable for decisions that do not align with Idahoan's values. Getting my vision for Better Idaho funded required developing a compelling strategic plan and a sensible budget and then successfully implementing that plan and managing that budget once the project was funded.

Idaho Policy Institute, Boise, ID

Legislative Research Fellow, December 2012 - April 2013

I supported the 13 members of the Idaho House Minority Caucus during the 2013 legislative session - conducting policy research, drafting legislation, developing strategies to move legislation through the committee process, writing speeches and committee testimony, and developing constituent communications for elected officials.

Vote No on Propositions 1, 2 & 3 Campaign, Boise, ID

Field Program Director for Congressional District 1, May 2012 - November 2012

Our campaign team worked alongside the Idaho Education Association to recruit, organize, and train educators and community volunteers to conduct phone banks, door-to-door canvases, and letter writing campaigns in support of three statewide ballot initiatives. I developed phone and door scripts, wrote speeches and Op-Ed's on behalf of the campaign chair, and assisted our nationwide team of media consultants in developing, producing, and placing television, radio, and digital campaign advertisements.

Erpelding for D19 Campaign, Boise, ID

Communications Director, March 2012 - November 2012

As the Communications Director for the successful Erpelding for D19 campaign, I took primary responsibility for helping Rep. Mat Erpelding craft his campaign narrative, develop his responses to candidate questionnaires, and prepare the messages for his direct mailers, palm cards, and door hangers. I also worked extensively at direct voter outreach as one of three principle members of the door-to-door canvassing team.

WestWater Research LLC, Boise, ID

Research Associate, April 2009 - October 2011

While with WestWater I assisted clients in developing and implementing strategies to acquire and monetize water assets, provided analysis of policy developments that impacted the transferability or marketability of water rights, developed water asset valuation reports, and compiled extensive datasets of comparable sales information through both public records research and telephone interviews with market participants. I served a variety of clients throughout the western US, including municipalities, federal agencies, publicly traded companies, private equity firms, tribal entities, and law firms. I employed my prior legal training to review contract matters and advise clients on the impact of administrative agency regulations on water right transferability.

Beeman & Associates PC, Boise, ID

Paralegal, August 2007 - March 2009

At Beeman & Associates I conducted legal and historical research for complex water rights cases, drafted motions and pleadings for water rights cases before the Snake River Basin Adjudication, and worked extensively with the Idaho Department of Water Resources to assist clients in navigating the complexities of the state administrative process.

Education

University of Colorado School of Law, Boulder, CO

Juris Doctor, May 2006

Jules Milstein Law Scholarship Recipient

Environmental Law Society - Vice President

Doman International Law Society - Secretary

University of Colorado Rowing Team, 2003-2006 - Men's Rowing Coach

University of Georgia School of Public and International Affairs, Athens, GA

Bachelor of Arts in Political Science with a Minor in History - With Honors, May 2003

University of Georgia Honors Program - Honor Graduate

University of Georgia Rowing Team, 1999-2003 - Team Captain and Club President

Catherine Mills Olschanowsky

Department of Computer Science
Boise State University

<https://boisestate-adaptlab.github.io/>
catherineolschan@boisestate.edu
208-426-5730

Professional Preparation

Doctor of Philosophy degree in Computer Science University of California, San Diego Advisors: Dr. Allan Snively and Dr. Scott Baden	July 2011
Master of Science degree in Computer Science University of California, San Diego	December 2004
Bachelor of Science degree in Computer Science University of California, San Diego	June 2001

Awards and Honors

NSF CAREER Award	2020-2025
ASSERT Fellow	2019

Professional Experience

Assistant Professor at Boise State University	August 2016 - present
Special Assistant Professor at Colorado State University	February 2013 - July 2016
Postdoctoral Researcher at Colorado State University	July 2011 - February 2013
Research Programmer at the San Diego Supercomputer Center	September 2008 - June 2011
Software Engineer at Covario Inc.	September 2007 - September 2008
Software Engineer at the San Diego Supercomputer Center	June 2001 - September 2007

Teaching Experience**Boise State University**

Dr. Olschanowsky taught an average of 7.25 credits per year for a total of 6 undergraduate courses and 7 dual listed courses (both undergraduate and graduate students).

Introduction to Systems Programming CS 253 Fall 2017/Spring 2018/Fall 2019/Spring 2020
Course Description: Structure of C programs, functions, scope, arrays, structures, pointers, and run-time memory management. Generic programming techniques. Introduction to build systems, debugging techniques, version control, shell scripting and process management. Basic systems programming including topics such as streams, buffers, pipes, system calls, processes, threads and libraries for Linux and Microsoft Windows.

Diversity in Tech: Recruitment and Retention through Service CS 316/516 Sp2019/Fall2019/Sp2020
Note: This is a new course. It is a VIP and Service Learning course that can be taken up to 3 times for credit. Course Description: Read about, evaluate, and discuss the state of diversity in technology. Apply best practices for recruiting members of underrepresented populations in the local community and build applications designed by community participants.

Navigating Computer Systems CS-HU 153 Su 2019
Course Description: Effective use of operating systems. Creating and using virtual machines. Installation and management of software packages. Basic command-line environment, filesystem layout, commands for navigating and manipulating systems, file permissions and security, filters, and an introduction to shell scripting. A Hatchery Unit (HU) course is a short course to develop specific professional skills for computer science. 1 credit hour.

Introduction to Version Control CS-HU 250 Su 2019
Introduction to the central ideas, practices, and day to day usage of software version control. Brief history with practical examples using Git, Mercurial, or Subversion. Basic client side usage such as committing,

branching, merging, pull-request as well as more advanced usage. Server side operations such as commit hooks and toolchain integrations will be explored. A Hatchery Unit (HU) course is a short course to develop specific professional skills for computer science. 1 credit hour.

Parallel Computing CS 430/530

Fall 2018/Fall 2016

Course Description: Models of parallel computation. Fundamental design patterns used in parallel algorithms: embarrassingly parallel, partitioning, divide and conquer, software pipelining, synchronous computations and load balancing. Implementation of parallel programs using MPI, GPUs and Map-Reduce on parallel clusters. 3 credit hours.

Programming Language Translation CS 450/550

Spring 2019/Spring 2017

Course Description: Theory/practice of formal-language translation and experience with Unix compiler-construction tools. Students work on significant projects. 3 credit hours.

Instructor at Colorado State University

Parallel Computing CS 475

Fall 2015

Course Description: Parallel programming techniques for shared-memory and message-passing systems; process synchronization, communication; example languages. 4 credit hours.

Scholarly Activity: Grants and Research Funding

Dr. Olschanowsky has been involved in 6 funded grants with total funding over \$7M, with 1 as sole PI, 3 as local PI, and 2 as Co-PI. This tables lists grants starting with the most recent.

Agency Role	Dates	Total	BSU Total COEN Total*	Title
NSF PI	2020-25	\$544,246	\$544,246	CAREER: Compilation Processes to Enhance Dataflow Optimizations
NSF BSU PI	2018-22	\$3.58M	\$700,000 \$350,000	Collaborative Research: Framework: Software: NSCI: Computational and data innovation implementing a national community hydrologic modeling framework for scientific discovery
NSF BSU PI	2016-20	\$1.19M	\$397,199	SHF: Medium: Collaborative Research: An Inspector/Executor Compilation Framework for Irregular Applications
NIH BSU PI	2016-17	\$250,000	\$17,162	Pharmacokinetic Modeling Algorithm in Physiologically-based Pharmacokinetic Models to Allow Parameter Estimation at Individual Data Level
NSF Co-PI	2014-17	\$499,954	\$259,993	SHF: Small: The Loop Chain Abstraction for Balancing Locality and Parallelism
NSF Co-PI	2013-16	\$999,766		CC-NIE Integration: Supporting Climate Modeling Over Named Data Networking (NDN)

COEN (College of Engineering) total only shown if different.

Hannah Gayle

<https://sites.google.com/u.boisestate.edu/websitehannahgayle/home?authuser=0>

Experience

March 2020 - Present

Behavioral Interventionist, Future Public School

- Works as part of a team to apply behavioral analysis in classrooms with students.
- Interact and model behavior in a classroom.
- Intervene in high intensity situations by using de-escalation techniques.
- Proficient in Medicaid charting practices of Idaho.

July 2019 – March 2020

Peer Mentor, Aloft Transitions

- Help facilitate growth with young adult clients.
- Work and teach young adults to budget, take care of self and environment.
- Role model healthy adult behaviors and relationships.

November 2016 – PRESENT

Grassroots Organizer, Citizens for Progress

- Developed a \$10,000 college scholarship for Marian Pritchett graduates, a school for pregnant and parenting teens, to offset the price gap between community college and traditional four-year institutions.
- Worked with the Deans of Students at Boise State and College of Western Idaho to create a mentoring program designed to increase college retention rates for at risk youth.
- Drafted a health education bill to update existing Idaho legislation. Presented the bill before the House Education Committee in a bill hearing.

- Partnered with community members, high level legislators and nonprofits creative solutions around education in the greater treasure valley area.

October 2016 – May 2019

Clinical assistive personnel, St. Luke's Regional Medical Center

- Proficient in Microsoft Office Suite.
- Worked collaboratively with a team of 3-7 healthcare providers across multiple disciplines to provide excellent patient experience.
- Demonstrated exceptional charting practices. Served as an informal resource for the medical charting system used across 15 departments in 4 hospitals including 2 clinics.
- Formally trained in de-escalation techniques.

June 2015 – October 2016

Hospitality Attendant, St. Luke's Regional Medical Center

- Trained 15 new hires in various positions including hospitality and expediting roles.
- Effectively managed delivery team to ensure timely and accurate distribution of meals to patients across the hospital.

Education

August 2014 - current

BA, Multidisciplinary Studies

Minor: Economics & Nonprofit management, Boise State University

- Dean's List of High Honors Spring 2020.
- Anticipated graduation Fall 2020.

EMILY McCLURE
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Emily@McClurePolicy.com

PROFESSIONAL EXPERIENCE

- McClure Policy, LLC** Attorney, Registered Lobbyist, Principal 2015 – Present
- Successfully advocate for passage of dozens of bills and state appropriations for client interests in education, health care, natural resources, transportation, business and finance
 - Conduct legal research, draft legal memoranda, and advise clients on questions of law
 - Draft legislation, bill amendments, white papers, and talking points for lawmakers and clients
 - Testify on behalf of clients at legislative committee hearings in support of or opposition to proposed legislation
 - Represent clients in agency negotiated rulemaking, monitor proposed agency rules, contribute draft language
 - Monitor interim committees and communicate with lawmakers, agency staff and stakeholders to ensure clients are informed
 - Advise clients on legislative strategy, coalition building, and political activities and candidate contributions
- Givens Pursley, LLP** Attorney, Registered Lobbyist 2010 - 2015
- Drafted legislation, Administrative Rules, policy papers and briefs
 - Argued on behalf of clients at legislative hearings and in court
 - Drafted articles and reports for client publications
 - Legal practice with emphasis on civil litigation, requiring extensive legal research, writing, negotiating and oral argument
- The Honorable Stephen S. Trott, Ninth Circuit Court of Appeals** Law Clerk 2008 – 2009
- Drafted Judicial Opinions and Dispositions; researched and wrote legal memoranda
 - Advised Judge on points of law and assisted in courtroom proceedings
 - Assisted **The Honorable B. Lynn Winnill**, United States District Court; drafted Decisions, Orders, and legal memoranda; assisted in courtroom proceedings
- United Nations International Criminal Tribunal for the Former Yugoslavia, The Hague** Intern 2007
- Drafted Orders, Decisions and portions of Final Judgment; researched and wrote legal memoranda
 - Advised Judges and Legal Officers on points of law; assisted in courtroom proceedings
- The Honorable Edward J. Lodge** United States District Court (Idaho) Boise, ID Judicial Intern 2007
- Researched and wrote memoranda and draft Judicial opinions for civil and criminal cases;
 - Assisted and observed Judge in courtroom proceedings and pretrial conferences
- United States Senator Michael D. Crapo** Washington, D.C. 2002 - 2004
- Legislative Assistant** January 2003 - November 2004
- Served as primary advisor on key policy issues; Represented Senator at events and meetings, drafted legislative language, policy briefs, speeches and press releases
 - Advised Idaho Congressional Delegation throughout appropriations process
 - Supervised Legislative Correspondents' legal research and writing
- Legislative Correspondent** August - December 2002 **Senate Intern** June - July 2002

EDUCATION

- Boston College Law School**, Newton, MA Juris Doctor, 2008
Internships: United Nations International Tribunal for Former Yugoslavia - The Hague, Netherlands;
Honorable Judge Edward J. Lodge, United States Federal Court, District of Idaho
Cape and Islands District Attorney's Office – Barnstable, Massachusetts
- Willamette University**, Salem, OR B.A. Political Science, 2002
Honors: Department Honors; Dean's List; Senator's Scholarship; Academic Merit Scholarship;
Outstanding First-Year Student; Best Writer, state-wide ONPA Collegiate Newspaper Contest, Division II;
Teaching Assistant; Writing Instructor: University Center for Research and Writing
- University of Natal**, Durban, South Africa 2001

COMMUNITY INVOLVEMENT

Board of Directors - Cathedral of the Rockies, Boise First United Methodist Church – Board Trustee
Board of Directors – James and Louise McClure Center for Public Policy – Member

2017 - Present
2017 - Present

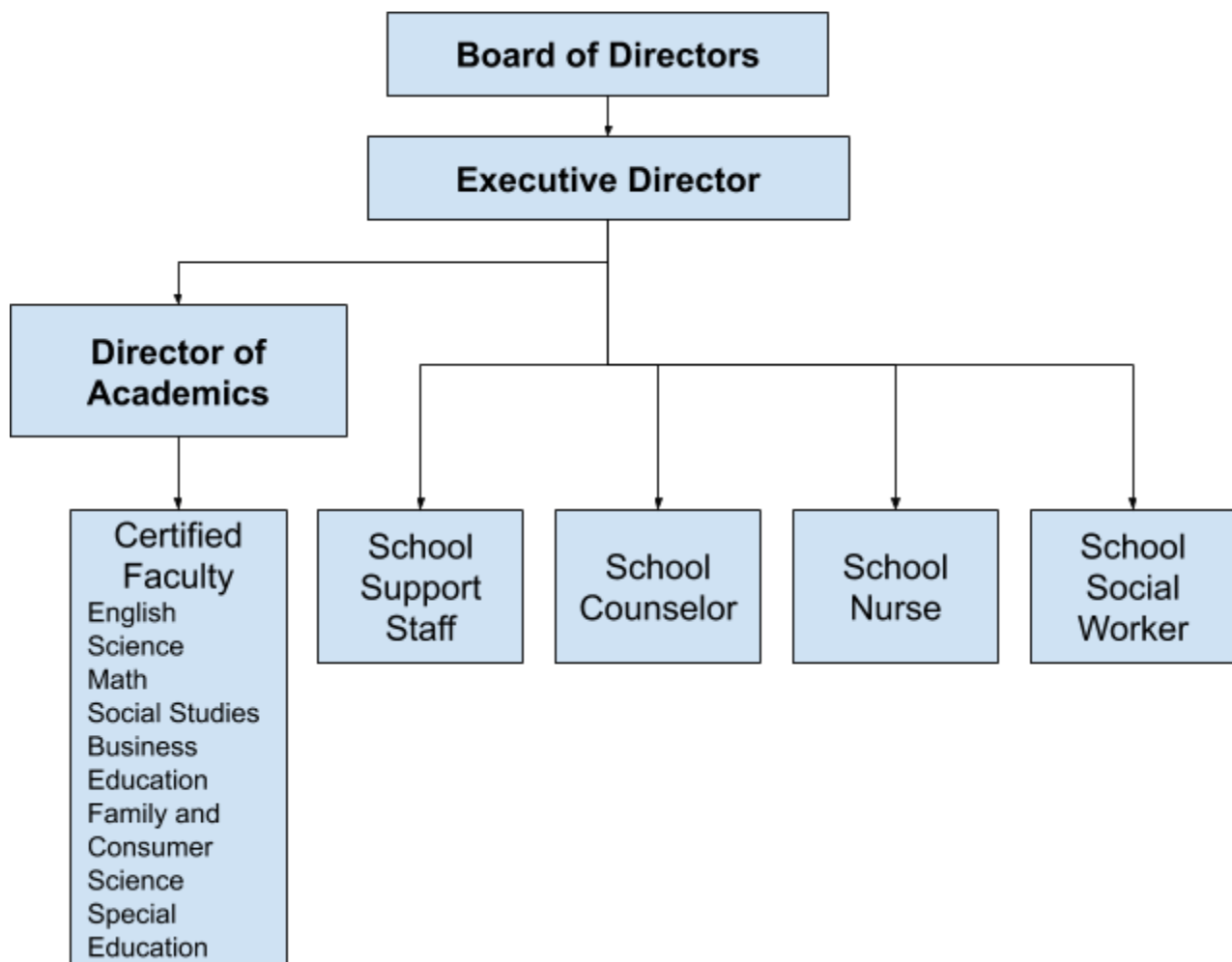
Appendix D: School Administration and Organizational Chart

Executive Director

Emily Bergstrom, M.A., LPC, Bluum Fellow
ebergstrom@bluum.org
(208) 473-8205

Director of Academics

Deborah Hedden-Nicely, M.A. Curriculum and Instruction, Bluum Fellow
dhedden-nicely@bluum.org



Emily Bergstrom, M.A., LPC

ebergstrom@bluum.org

(208) 473-8205

UPCOMING FELLOWSHIP

Bluum

Starting September 2020 - August 2021

- Will learn through hands-on residencies in some of Idaho's high-performing public charter schools and successful pregnant and parenting school programs in other states
- Will participate in Idaho specific training on financial management and legal requirements to open a school in Idaho
- Will develop an effective, innovative and financially viable public charter school
- Will aspire to be an instructional expert by developing an effective academic plan that ensures all students are challenged while aligning to appropriate standards
- Will create a positive school culture, reflecting high expectations and a positive learning environment
- Will build a school focused on strong academic and social progress through communication and collaboration with community members and future students
- Will commit to being a constant learner by regularly reflecting on my own strengths and areas of development
- Will complete the required three hours in statewide framework for teacher evaluations
- Will undergo training to effectively coach staff and improve their performance through strong school-based professional development

WORK EXPERIENCE

School Counselor - Horizon Elementary, Morley Nelson Elementary and Shadow Hills Elementary

August 2019 to July 2020

- Taught classroom guidance curriculum, grades K-6 on topics such as identifying and coping with feelings, mindfulness, conflict management, and personal safety
- Designed and led therapy groups for students needing skills and support to cope with stress, friendship issues, divorce, and other life changes
- Counseled students individually on a variety of personal and academic issues

School Counselor - Marian Pritchett School

August 2009 - July 2019

- Provided pregnant and parenting teens with mental health counseling, academic advising, life skills education and parent education classes
- Advised and assisted emerging adults with the transition from high school to higher education or vocational training programs
- Provided students with career counseling and connected them to community resources
- Led school-wide professional learning community in yearlong training on trauma-informed school practices
- Case managed 504 Plans and collaborated with special education teacher in implementing IEP goals
- Managed SAFE and McKinney Vento funds for students with financial difficulties and/or homelessness
- Collaborated with community organizations such as the College of Western Idaho, Boise State University, the Department of Labor, TRiO Educational Opportunity Center, the Idaho Workers Opportunity Network (I-WON), and The House Next Door
- Other duties included: Coordinating IDLA courses and Advanced Opportunities, acting as Registrar and Testing Coordinator (PSAT, SAT, ISAT, Civics Exam)
- During this time, I also served these Boise School District programs as a School Counselor: Victory Academy, Riverside Elementary, Boise Evening School, BSD Alternative Summer School, and Collister Elementary

Boise Language Academy, Boise, Idaho - School Counselor

August 2008 - July 2009

- Provided academic advising, career counseling and mental health supports to newcomers, including immigrants and refugees working on language skills
- Taught guidance lessons using SIOP (Sheltered Instruction Observation Protocol)
- Collaborated with community support organizations and refugee service providers such as Agency for New Americans, International Rescue Committee, World Relief, Boise Parks and Recreation, the Assistance League Boise, and others
- Coordinated transition for students to regular high schools and junior high schools

Troy Junior/Senior High School, Troy, Idaho - School Counselor

August 2007 - July 2008

- Served a one year contract for the primary school counselor while she was on personal leave
- Provided academic advising, career, and mental health counseling to students individually and in groups
- Taught classroom guidance lessons, grades 7-12, on a variety of topics
- Managed 504 plans and participated in IEP meetings
- Coordinated College Entrance Exams

EDUCATION

M.A. Counseling, Mental Health Track (2003) and School Counseling Track (2007)

Ball State University, Muncie, IN

B.S. Psychology (2001)

Ball State University, Muncie, IN

INTERNSHIPS, PRACTICUMS AND ASSISTANTSHIPS

Burris Laboratory School Counseling Center, Muncie, IN

School Counseling Intern 2006-2007 and Graduate Assistant 2001-2003

Ball State University Student Voluntary Services, Muncie, IN

Graduate Assistant 2006-2007

Ball State University Counseling Center, Muncie, IN

Mental Health Counseling Intern 2002-2003

Muncie Community Schools, Muncie, IN

Mental Health Counseling Practicum 2001-2002

Anderson Center Adolescent Unit (Residential and Outpatient), Anderson, IN

Mental Health Counseling Internship 2000-2001

Delaware County Jail, Muncie, IN

Counseling Practicum 2000-2001

PROFESSIONAL CERTIFICATIONS

Pupil Personnel - Idaho Education Credential

7022 - Counselor K/12
(9/1/2017 - 8/31/2022)

Licensed Professional Counselor (LPC) - Bureau of Occupational Licenses, Department of Self-Governing Agencies

- Actively working towards becoming a Licensed Clinical Professional Counselor (LCPC), which requires 2,000 additional supervised counseling hours under licensed and registered supervisor

PROFESSIONAL DEVELOPMENT AND ADDITIONAL TRAINING

Yin, Restorative and Yoga Nidra Teacher Training, Sage Yoga and Wellness, Boise, Idaho

January 2020 - November 2020
220 hour course in progress

Engaging in HIPAA Security and Digital Confidentiality as a Mental Health Professional and Practicing Via Telemental Health, Person-Centered Tech LLC, Portland, Oregon

April 2020 - May 2020
17 hours of Continuing Education

Heal the Healer Weekend Workshop (Art Therapy, Yoga, and Mindfulness), Idaho Association for Spiritual, Ethical and Religious Values in Counseling Cottonwood, Idaho

April 5 - 7, 2019
12 hours of Continuing Education

Private Practice 101, Treasure Valley Wellness, Meridian, Idaho

April 2019
8 hours of Continuing Education

Ethics: Counseling LGBTQI+ Individuals, Boise State University, Boise, Idaho

February 28, 2019
3 hours of Continuing Education

Inspiring Perseverance Across the Journey, Idaho Counseling Association and Idaho School Counselor Association Super Conference

November 16 - 17, 2018

8 hours of Continuing Education

Resilience: Thriving in the Face of Adversity, Idaho Conference on Refugees, Boise, Idaho

February 5 - 6, 2018

15 hours of Continuing Education

Ethics for Crisis and Trauma Intervention, Idaho Counseling Association and Idaho State University, Boise, Idaho

January 24, 2018

4 hours of Continuing Education

Cultivating Resilience: Preparing Students to Overcome Failure and Adversity, Idaho School Counselor Association Fall Conference, Boise, Idaho

October 5 - 6, 2017

4 hours of Continuing Education

VOLUNTEER EXPERIENCES

Global Gardens, Summer Seasons 2012 -2018, Boise, Idaho

Assisted refugee farmer with Community Supported Agriculture (CSA) program

Emergency Communities, March - May 2006, St. Bernard Parish, Louisiana

Prepared and served food to relief workers following Hurricane Katrina

Mosoq Ayllu, October - December 2004, Huancayo, Peru

Assisted with care of children in various orphanages

Trinidad School District, June and July 2002, Trinidad, West Indies

Trained school counselors on ASCA Model of School Counseling

Deborah M. Hedden-Nicely
3011 Hillway Drive | Boise, Idaho 83702
208.807.3278 | d.hedden-nicely@bluum.org

Professional Summary

Accomplished career as a professional educator and site administrator at the secondary and post-secondary level.

Comprehensive experience in teaching students of all ability levels including capable and accomplished students, at-risk students with Adverse Childhood Experiences (ACEs), English Language Learners, and students with Individual Education Plans and 504 plans.

Extensive experience in creating special programs for at-risk students with adverse childhood experiences, including pregnant and parenting students, and in differentiating curriculum.

Exemplary record with student success.

Broad background in managing an organization/school budget and faculty and staff as well as managing the day-to-day operation of a smaller high school.

Education

M.A., Curriculum and Instruction, Boise State University, 2001
Graduated Summa Cum Laude

B.A., Journalism, Idaho State University, 1977

Bluum Fellowship – September 2020 – August 2021

As a Bluum Fellow, I will...

- Learn through hands-on residencies in some of Idaho’s high-performing public charter schools, as well as successful parenting and pregnant programs in other states
- Participate in Idaho specific training on financial management and legal requirements to open a school in Idaho
- Develop an effective, innovative and financially viable public charter school
- Aspire to be an instructional expert by developing an effective academic plan that ensures all students are challenged while aligning to appropriate standards
- Create a positive school culture, reflecting high expectations and a positive learning environment
- Build a school focused on strong academic and social progress through communication and collaboration with community members and future students
- Commit to being a constant learner by regularly reflecting on my own strengths and areas of development
- Complete the required three hours in statewide framework for teacher evaluations
- Undergo training to effectively coach staff and improve their performance through strong school-based professional development

Teaching Experience

Instructor, Marian Pritchett School, a secondary school/program of the Independent School District of Boise City, 2002-2020

Courses:

- American Government
- Economics
- United States History Pre-Columbian to 1900
- United States History 1900-Present
- English 10
- English 12
- Speech

- Health
- Yearbook

Work with Curriculum

- Integrated the social studies Standards Based Curriculum into the Layered Curriculum method developed by brain-based learning researcher and educator, Dr. Kathie Nunley, Ed.D.
- Taught a workshop for teachers at a district-wide professional development conference on how to integrate Layered Curriculum with Standards Based Curriculum.
- Worked with other social studies teachers on special assignment during the summer break to revamp the district government curriculum.

Instructor, Boise State University, Spring Semester 2001 (Sabbatical Substitute)

Courses:

- Instructor of record for Reading and Study Skills, G108 Large Group Lecture
- Planned lecture content
- Oversight of graduate students teaching the Small Group Sections

Teaching Assistant, Boise State University,

- Taught several Reading and Study Skills G108 Small Group Sections
- Planned lessons and assignments
- Led content discussions
- Graded assignments and exams
- Assigned grades

School Administration Experience

Head Teacher/Site Administrator, Marian Pritchett School, Independent School District of Boise City, 2004-2020

Day-to-Day operation of the school

- Collaborate with students on their attendance, behavior and disciplinary concerns to develop solutions
- Work with academic/career counselor on student schedules, high school credit requirements, grade reporting, career information systems, and job shadowing and internships.
- Coordinate and collaborate with the school social worker to assist and support students in need and develop and implement life skills and social/emotional classes
- Work with administrative assistant to manage school budget and purchasing
- Coordinate school bus transportation
- Oversee enrollment and registration, coordinate with the district office on state enrollment reporting
- Manage faculty and staff, including classified hiring and performance evaluations
- Conduct faculty/staff weekly meetings
- Oversee School Lunch program
- Liaise with the on-campus student child care center
- Attend head teacher quarterly meetings
- Responsible for all aspects of yearly commencement exercise, including Master of Ceremony function
- Coordinate with district on federal programs reporting, including compiling data and writing reports

Other Administrative Duties

Social Studies Department Chair, Marian Pritchett High School, Independent School District of Boise City

- Attend District Social Studies Department Chair meetings
- Carry out policies and procedures as per the department meetings
- Order and maintain textbook inventory

Honors

- Member of Phi Kappa Phi Honor Society since 2000
- Graduated Summa Cum Laude, 2001

Professional Affiliations

Boise Education Association

Idaho Education Association

National Education Association

National Council for History Education (NCHE)

Graduate student representative on the College of Education faculty association

Journalistic History/Experience

Co-Founder, Owner, and Managing Publisher for editorial content, Boise Weekly, 1993-1997

- Managed all aspects of editorial content of the paper, including managing the editorial staff, hiring and performance evaluations
- Worked with other publishers to run the business side of the paper

Communication Director, Central District Health Department, 1985-1993

- Member of the administrative staff
- Responsible for all external and internal communication, including media interviews, video scripts, brochure copy, and press releases.
- Manage the communication department budget and staff, including performance evaluations

Public Affairs Director, Planned Parenthood of Idaho, 1983-1985

- Managed all external communication, including press releases
- Conducted media interviews
- Served as PPI lobbyist while the Idaho Legislature was in session
- Served on the planning committee for the Western Region Conference of Planned Parenthood Federation of America held in Boise in 1984.
- Managed the media schedule of the Planned Parenthood Federation of America's President, Faye Wattleton, during the conference.

Reporter, The Idaho Statesman, 1982-1983

Professional Associations

Idaho Press Club

Appendix F: Supporting Documentation

F1. Superintendent Letters

F2. Letters of Support

F3. Bluum Inc., Back Office Support Services

F4. Job Descriptions for Executive Director and Director of Academics

F4. F5. Sample Lesson Plans using Layered Curriculum

F5. F6. Idaho Workforce Readiness Standards

F6. F7. Course Descriptions

~~F7. Job Descriptions for Executive Director and Director of Academics~~

F8. Sample Block Schedule

F9. Data Verification from CDC WONDER Database

F10. List of Major Donors to Salvation Army Capital Campaign

F1: Superintendent Letters

1. Dr. Mary Ann Ranells, West Ada School District
2. Ms. Wendy Johnson, Kuna School District
3. Mr. Coby Dennis, Boise School District
4. Follow up letter to Dr. Mary Ann Rannells, West Ada School District
5. Follow up letter to Ms. Wendy Johnson, Kuna School District
6. Follow up letter to Mr. Coby Dennis, Boise School District

July 31, 2020

Dr. Mary Ann Ranells
Superintendent
West Ada School District
1303 E. Central Dr.
Meridian, ID 83642

Dear Superintendent Ranells:

On behalf of the Cardinal Academy Public Charter School, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b). You are receiving this notice because the primary attendance of the proposed school overlaps all or a portion of your school district.

Per the provided New School Petition, Cardinal Academy intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Cardinal Academy proposes establishing a 9-12 school physically located within the Boise School District. That said, the primary attendance area of the proposed school would extend into all or portions of three different school districts: Boise, West Ada and Kuna. The new school would open in August of 2021 as a 60 student 9-12 school and grow over 4 years to a maximum of 120 9-12 grade students. The school's mission is to educate pregnant and parenting students. Our location was chosen carefully to increase access to Ada County in its entirety as well as Canyon County.

If you would like more information regarding the New School Petition, including if you would like a representative from Cardinal Academy to attend a district board meeting to share information, please contact co-founders Deborah Hedden-Nicely (dhedden-nicely@bluum.org) and Emily Bergstrom (ebergstrom@bluum.org).

If your district does not intend to request information or otherwise further discuss the Petition with Cardinal Academy, we respectfully request that you respond accordingly - via email to Mrs. Hedden-Nicely or Mrs. Bergstrom. Absent an affirmative response from the districts, Idaho Code requires Cardinal Academy to wait four (4) weeks prior to submitting the Petition to the PCSC.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Deborah Hedden-Nicely
Co-Founder
Cardinal Academy

Emily Bergstrom
Co-Founder
Cardinal Academy

July 31, 2020

Ms. Wendy Johnson
Superintendent
Kuna School District
711 E. Porter St.
Kuna, ID 83634

Dear Superintendent Johnson:

On behalf of the Cardinal Academy Public Charter School, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b). You are receiving this notice because the primary attendance of the proposed school overlaps all or a portion of your school district.

Per the provided New School Petition, Cardinal Academy intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Cardinal Academy proposes establishing a 9-12 school physically located within the Boise School District. That said, the primary attendance area of the proposed school would extend into all or portions of three different school districts: Boise, West Ada and Kuna. The new school would open in August of 2021 as a 60 student 9-12 school and grow over 4 years to a maximum of 120 9-12 grade students. The school's mission is to educate pregnant and parenting students. Our location was chosen carefully to increase access to Ada County in its entirety as well as Canyon County.

If you would like more information regarding the New School Petition, including if you would like a representative from Cardinal Academy to attend a district board meeting to share information, please contact co-founders Deborah Hedden-Nicely (dhedden-nicely@bluum.org) and Emily Bergstrom (ebergstrom@bluum.org).

If your district does not intend to request information or otherwise further discuss the Petition with Cardinal Academy, we respectfully request that you respond accordingly - via email to Mrs. Hedden-Nicely or Mrs. Bergstrom. Absent an affirmative response from the districts, Idaho Code requires Cardinal Academy to wait four (4) weeks prior to submitting the Petition to the PCSC.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Deborah Hedden-Nicely
Co-Founder
Cardinal Academy

Emily Bergstrom
Co-Founder
Cardinal Academy

July 31, 2020

Mr. Coby Dennis
Superintendent
Boise School District
8169 W. Victory Rd.
Boise, ID 83709

Dear Superintendent Dennis:

On behalf of the Cardinal Academy Public Charter School, we are providing this letter and New School Petition to satisfy the notice and comment requirements of Idaho Code 33-5203(b). You are receiving this notice because the primary attendance of the proposed school overlaps all or a portion of your school district.

Per the provided New School Petition, Cardinal Academy intends to request that the Idaho Public Charter School Commission (PCSC) authorize the new school. Cardinal Academy proposes establishing a 9-12 school physically located within the Boise School District. That said, the primary attendance area of the proposed school would extend into all or portions of three different school districts: Boise, West Ada and Kuna. The new school would open in August of 2021 as a 60 student 9-12 school and grow over 4 years to a maximum of 120 9-12 grade students. The school's mission is to educate pregnant and parenting students. Our location was chosen carefully to increase access to Ada County in its entirety as well as Canyon County.

If you would like more information regarding the New School Petition, including if you would like a representative from Cardinal Academy to attend a district board meeting to share information, please contact co-founders Deborah Hedden-Nicely (dhedden-nicely@bluum.org) and Emily Bergstrom (ebergstrom@bluum.org).

If your district does not intend to request information or otherwise further discuss the Petition with Cardinal Academy, we respectfully request that you respond accordingly - via email to Mrs. Hedden-Nicely or Mrs. Bergstrom. Absent an affirmative response from the districts, Idaho Code requires Cardinal Academy to wait four (4) weeks prior to submitting the Petition to the PCSC.

Thank you for your consideration. We look forward to hearing from you.

Sincerely,

Deborah Hedden-Nicely
Co-Founder
Cardinal Academy

Emily Bergstrom
Co-Founder
Cardinal Academy

Cardinal Academy

Emily Bergstrom <ebergstrom@bluum.org>

Mon 8/24/2020 3:47 PM

To: Ranells.MaryAnn@westada.org <Ranells.MaryAnn@westada.org>

Cc: Deborah Hedden-Nicely <dhedden-nicely@bluum.org>

Dear Superintendent Rannels,

I am writing to update you on our plans for Cardinal Academy, a charter school for pregnant and parenting teens in the Boise, Kuna, and West Ada school districts, that we are working to open next fall.

On July 31, we sent you a copy of the petition we plan to submit to the Idaho Public Charter School Commission. Since then, we have continued to revise and refine our plans in order to submit a high quality petition to the Commission by September 1 and, most importantly, to operate a school that meets the needs of our students. Our partnership with The Salvation Army is strong, just as it was with the Marian Pritchett School for generations. The Salvation Army will lease us space at a low rate and will assist with food service, transportation, child care, and more.

As we have continued to work on our plans, we came to the conclusion that it is not financially feasible to operate our school with only 60 students in the first year, ramping up to 120 over the next three years, as we indicated in the petition we sent you in July. Accordingly, we have adjusted our enrollment plans to be 119 students each year, including the first year. For the first few years, this is a larger enrollment than we had indicated in the draft petition we shared with you, though in Year 4 and thereafter, the enrollment is the same as we had indicated. In the spirit of transparency and collaboration, we wanted to share this revision with you before we submit the petition to the state charter school commission at the end of this week.

If you have any questions about this or any other aspect of our planned school, please do not hesitate to let me know.

Best wishes,

Emily Bergstrom & Deborah Hedden-Nicely

Cardinal Academy

Emily Bergstrom <ebergstrom@bluum.org>

Mon 8/24/2020 3:47 PM

To: wjohnson@kunaschools.org <wjohnson@kunaschools.org>

Cc: Deborah Hedden-Nicely <dhedden-nicely@bluum.org>

Dear Superintendent Johnson,

I am writing to update you on our plans for Cardinal Academy, a charter school for pregnant and parenting teens in the Boise, Kuna, and West Ada school districts, that we are working to open next fall.

On July 31, we sent you a copy of the petition we plan to submit to the Idaho Public Charter School Commission. Since then, we have continued to revise and refine our plans in order to submit a high quality petition to the Commission by September 1 and, most importantly, to operate a school that meets the needs of our students. Our partnership with The Salvation Army is strong, just as it was with the Marian Pritchett School for generations. The Salvation Army will lease us space at a low rate and will assist with food service, transportation, child care, and more.

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If you have any questions about this or any other aspect of our planned school, please do not hesitate to let me know.

Best wishes,

Emily Bergstrom & Deborah Hedden-Nicely

Cardinal Academy

Emily Bergstrom <ebergstrom@bluum.org>

Mon 8/24/2020 3:47 PM

To: Coby Dennis <coby.dennis@boiseschools.org>

Dear Superintendent Dennis,

I am writing to update you on our plans for Cardinal Academy, a charter school for pregnant and parenting teens in the Boise, Kuna, and West Ada school districts, that we are working to open next fall.

On July 31, we sent you a copy of the petition we plan to submit to the Idaho Public Charter School Commission. Since then, we have continued to revise and refine our plans in order to submit a high quality petition to the Commission by September 1 and, most importantly, to operate a school that meets the needs of our students. Our partnership with The Salvation Army is strong, just as it was with the Marian Pritchett School for generations. The Salvation Army will lease us space at a low rate and will assist with food service, transportation, child care, and more.

As we have continued to work on our plans, we came to the conclusion that it is not financially feasible to operate our school with only 60 students in the first year, ramping up to 120 over the next three years, as we indicated in the petition we sent you in July. Accordingly, we have adjusted our enrollment plans to be 119 students each year, including the first year. For the first few years, this is a larger enrollment than we had indicated in the draft petition we shared with you, though in Year 4 and thereafter, the enrollment is the same as we had indicated. In the spirit of transparency and collaboration, we wanted to share this revision with you before we submit the petition to the state charter school commission at the end of this week.

If you have any questions about this or any other aspect of our planned school, please do not hesitate to let me know.

Best wishes,

Emily Bergstrom & Deborah Hedden-Nicely

F2. Letters of Support

1. Nancy Dihle, Major, Divisional Commander, Cascade Division, The Salvation Army
2. Terry Ryan, CEO, BLUUM
3. Marian Woods, LCSW, Senior Director, Idaho Field Office, Casey Family Programs
4. Roger Quarles, Executive Director, J.A. and Kathryn Albertson Family Foundation
5. Doug Park, Volunteer and Trustee Emeritus, Boise School District
6. Monica White, Co-Founder Elevate Academy
7. Stanley J. Olson, Ed.D., Former Superintendent, Boise School District
8. Holly Kimbrell, Community Outreach Coordinator, TRiO Educational Opportunity Center
9. Dawn Burns, Director of Ada County Juvenile Court Services
10. St. Lukes
11. St. Alphonsus
12. Dr. Jennifer Cook, Associate Program Director and OB Fellowship Director, The Family Medicine Residency of Idaho
13. Caitlin Dillon, Booth Marian Pritchett School class of 2006



THE SALVATION ARMY
CASCADE DIVISIONAL HEADQUARTERS
8495 SE Monterey Ave.
Happy Valley, OR 97086

WILLIAM BOOTH
Founder

BRIAN PEDDLE
General

DOUGLAS RILEY
Territorial Commander

NANCY DIHLE
Divisional Commander

July 31, 2020

Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Alan Reed, Chairman
Jenn Thompson, Director

RE: Letter of Intent - Partnership with Cardinal Academy

To Whom It May Concern,

The Salvation Army, A California Corporation, doing business in Boise, ID, as The Salvation Army Boise Corps Community Center, proposes to partner with Cardinal Academy ("the School") for the joint purpose of serving pregnant and parenting teens in the Treasure Valley area of Idaho. This proposal is being provided to assist the School with its charter application, and preliminarily describes the nature of our support for Cardinal Academy.

First, The Salvation Army proposes to provide long-term lease of its purpose-built facilities (located at 9492 West Emerald Street, Boise, ID) as the primary location for the School. The School will be able to lease the necessary rooms/facilities at rates equal to the amount reimbursable by State funds, until such a time as self-sufficiency allows the School to modestly increase its lease payments. The Salvation Army proposes to assist the School in growing to self-sufficiency by allowing the School to increase its leasehold as its enrollment increases.

Second, The Salvation Army proposes to manage and operate food service for the School, using a free and reduced lunch program to offset expenses. The Salvation Army proposes to administrate the reimbursement of food services expenses through the program, as it currently does in dozens of locations across the Western United States. The intention is that food service would be provided at effectively no cost to the School.

Third, The Salvation Army proposes to continue its supportive programming to incentivize the success of Cardinal Academy students. A more detailed description of supportive programming

planned will be given during the next stage of application. One critical element of this support proposed by The Salvation Army is the operation of transportation services for the School students and their children. The Salvation Army proposes to use pass-through funding from the State of Idaho, modestly augmented by the School, to provide funding for daily transportation services. All other supportive services proposed to be offered to students at no cost, with the fundraising burden carried by The Salvation Army, as has been our operational practice for several decades.

We encourage the Idaho Public Charter School Commission to consider, and approve, Cardinal Academy's charter application. We look forward to serving the more than 100 pregnant and parenting teen girls living across the Treasure Valley, in the coming months, and for years to come! Thank you.

Best Regards,



Nancy Dihle, Major
Divisional Commander
Cascade Division
The Salvation Army



July 23, 2020

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano

Re: Support for the Cardinal Academy in Boise

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

I am writing in support of the Cardinal Academy in Boise. The Bluum team has been working closely with veteran educators and school founders Deborah Hedden-Nicely and Emily Bergstrom since earlier this year. Over this summer, and in partnership with the J.A. and Kathryn Albertson Family Foundation (JKAF), we have provided both Hedden-Nicely and Bergstrom with Idaho New School Fellowship support.

Hedden-Nicely and Bergstrom have long been involved in running Boise's Booth Marian Pritchett School for pregnant teens and young parents. In 2019 the Boise School District decided after 50-years that it no longer wanted to support the school. Our fellowship will allow Hedden-Nicely and Bergstrom to work with the Salvation Army, Bluum, JKAF and myriad community partners to develop a strategy and operations plan for running the school as an independent public charter school starting August 2021.

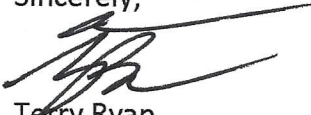
We are especially excited about the relationship with the Salvation Army and the plan to continue the long running partnership to house the school. Having recently visited the newly constructed Salvation Army Community Center adjacent to the Horizon Elementary School on Emerald and Maple Grove in Boise we believe this collaboration will create a powerful educational opportunity for some of Boise's neediest and most vulnerable students. This expected partnership is quite similar to the relationship in Garden City between Future Public Schools and the Boys and Girls Club, which has paid powerful dividends for local families, the local community, taxpayers and the school's families and children.

Bluum supports the launch of the Cardinal Academy because Hedden-Nicely and Bergstrom are putting together a powerful team of educators and community leaders to serve at-risk students, which due to COVID-19 and its negative impact on the economy we expect to see more of in coming months and years. The Bluum team will work with the Cardinal Academy team to seek additional grant support from the J.A. and Kathryn Albertson Family Foundation

and other local funders and partners. Further, upon approval from the Idaho Public Charter School Commission, the Cardinal Academy will be eligible to apply for up to \$800,000 in federal Charter School Program (CSP) funding from Bluum. I cannot promise that the Cardinal Academy will receive either JKAF funding (that decision is made by the JKAF board) or CSP funding (that funding is competitive and awarded through a third-party review process). But, the Cardinal Academy and its leadership team is exactly the sort of group that these funding opportunities are meant to support, and they are expecting to serve the families and children who need a lift up the most.

Should you have any questions or concerns please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terry Ryan', with a long horizontal stroke extending to the right.

Terry Ryan
CEO



Alan Reed, Board Chair,
Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

July 29, 2020

Dear Mr. Reed,

I am pleased to support the Cardinal Academy's application for status as a public charter school in the Boise School District in Boise, ID.

Founded in 1966 by United Parcel Service founder Jim Casey— Casey Family Programs exists to provide and improve - and ultimately to prevent the need for - foster care. Our Idaho Office based in Boise, serves youth and alumni of foster care ages 11-26. Our team had been in partnership with Marian Pritchett High School for several years and we look forward to continuing this partnership with Cardinal Academy. The mission and goals of Cardinal Academy are in alignment with our own; a love for life-long learning and support for pregnant and parenting students.

Sincerely,

A photograph of a handwritten signature in blue ink on a light-colored background. The signature reads "Marian Woods" on the first line and "July 29 2020" on the second line.

Marian Woods, LCSW

Senior Director, Idaho Field Office



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION

July 27, 2020

To: Idaho Public Charter School Commission
Chairman Alan Reed
Vice-Chair Brian Scigliano

RE: Support for Cardinal Academy in Boise

Dear Chairman Reed and members of the Idaho Public Charter School Commission,

The J.A. and Kathryn Albertson Family Foundation (JKAF) has a long history of supporting innovation in education efforts across Idaho. This letter is to support long-time educators and BLUUM New School Fellows, Deborah Hedden-Nicely and Emily Bergstrom and their opening of Cardinal Academy, a public charter school designed for pregnant and parenting teens and other at-risk students.

Students and their families have different needs and it is important that school choice exists to provide families with the ability to find the right educational fit. Choice becomes especially important for vulnerable or “at-risk” children in order to give them every opportunity to remain enrolled, engaged and actively learning in school. We have supported several schools that are dedicated to serving students identified as “at-risk.” To date, we have been encouraged and inspired in seeing the difference these schools are making first-hand and we are pleased to offer our support to Cardinal Academy.

Cardinal Academy has the tremendous opportunity to not only make a difference for one of the most vulnerable populations in our community, pregnant and parenting teens. With 70% of teen moms dropping out of school after giving birth, having a safe, and supportive school dedicated to the unique needs of teen parents will be the difference between those students staying in school and graduating, or dropping out and having few prospects for a bright future.

JKAF has been supportive for many years of the unique partnership between The Salvation Army and the Boise School District to provide a school program attuned to the needs of very young parents. We invested in the development and construction of the new Salvation Army Community Center which was built with the intention of continuing to house the Booth Marian Pritchett School. We were concerned when the Boise School District terminated the school program and ended their relationship with The Salvation Army leaving vulnerable students with limited choices to continue their education.



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION

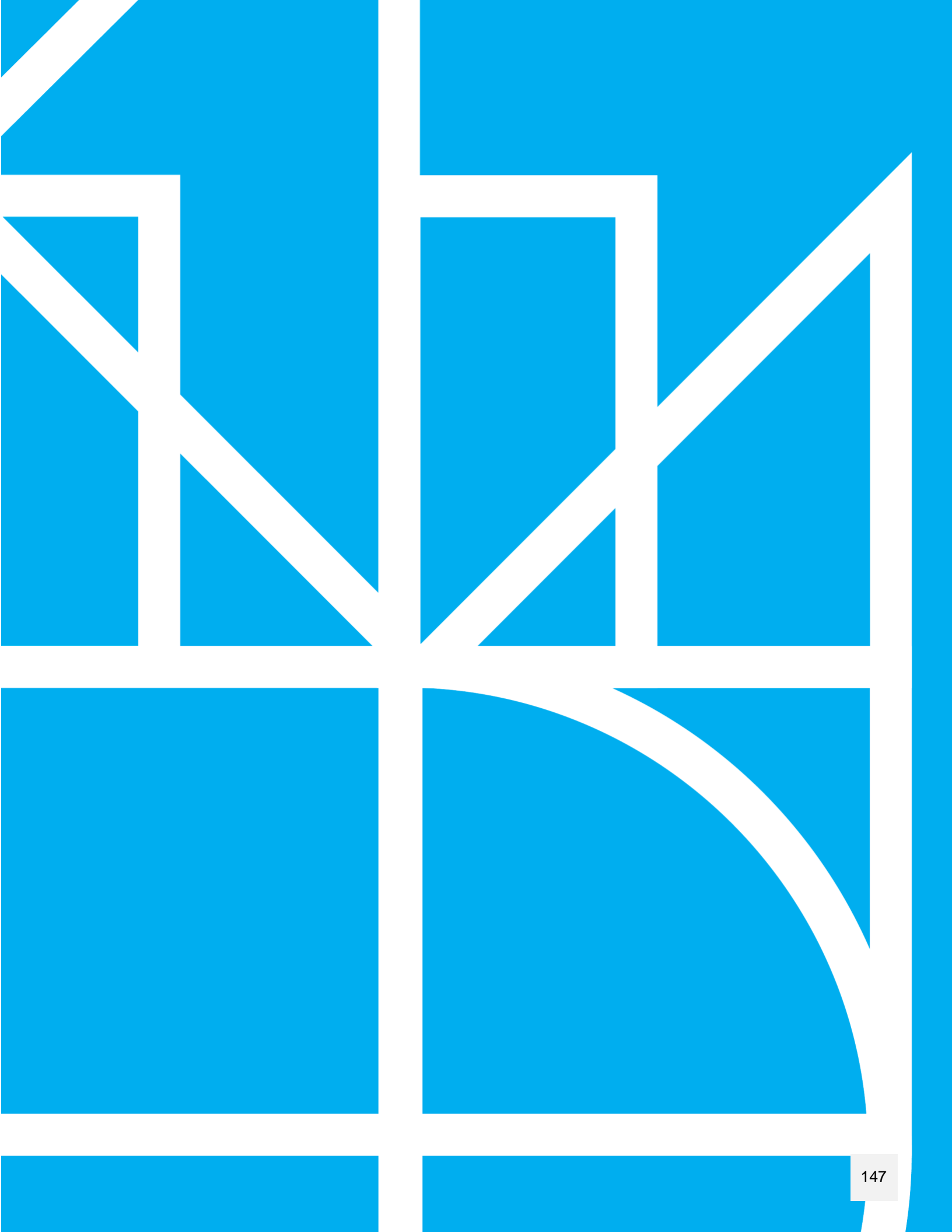
It is our hope that Cardinal Academy will be approved by the Idaho Charter School Commission in order to develop a new path forward in delivery a quality education based in best-practices for at-risk, pregnant/parenting teen students in the Treasure Valley. Their continued partnership with The Salvation Army will allow them to draw on their 100 years of experience in serving teen parents and will enhance access to meaningful services improving educational outcomes for students and bettering their lives.

Thank you for your thoughtful consideration of approving this much needed and necessary charter school that will make a significant difference in the lives of some of our most vulnerable students across the Treasure Valley.

Sincerely,



Roger Quarles
Executive Director



Deborah,

As you know, I have been involved in K-12 Education locally for nearly 30 years. During that time we have worked together on the predecessor to the future Cardinal Academy. In fact, as Trustee, one of my most favorite graduations every year was awarding of diplomas to graduates of the Marian Pritchett School. The Boise School District partnered with the Boise School District for many years beginning in 1964. When the Salvation Army decided to build a new building, sell the property and expand the capacity you were able to begin the planning for the new school in the new building.

The result of this wonderful history and transition will be **the Cardinal Academy which will fill an essential need in our community.**

I am fully supportive of your Mission, Vision, Values, and Educational Philosophy and your targeted student group.

Your educational philosophy articulated it well: *"Young students that become pregnant need specialized support to develop skills and earn credentials critical to their success as adults. Providing support during this critical time can avoid a life of poverty and dependence on public assistance. Cardinal Academy's educational plan leverages years of experience working with this group of students to customize a program that meets the often complex individual needs of each student. Our philosophy centers around building a stable foundation so that the student can learn, develop a growth mindset, and take control of their futures."*

I also reviewed the letter of support you received from Bluum which outlines the support for the plan you have developed.

I wanted to add my voice to the chorus of supporters who are behind this effort to serve this targeted group of students in the Treasure Valley,

I look forward to working with you and assisting you in implementing the Vision of the new Cardinal Academy.

With admiration and excitement about contributing to the future of these young parents,

Doug Park - Volunteer and Trustee Emeritus
1708 Toluka Way
Boise, ID 83712-8914
Phone: 208-343-0878
Cell: 208-867-6304

To whom it may concern,

Over the past year I have had meetings with the founders of Cardinal Academy. Like many of us, you could feel an immense amount of frustration with their current situation combined with an intense amount of hope for the students they serve. At-Risk education is the most challenging arena in education. It is challenging because not only are you trying to fit a square peg in the current round hole system, you are also trying to fit every other shape in the world in that same round hole. In the end, the timing, the focus, the academic delivery, and the social emotional availability is severely lacking for many students.

Cardinal Academy aims to create a school that focuses on teen parents and finds a way to meet the unique needs of each person they serve. This type of education is applauded on many levels. Creating a system that meets the unique needs of teen parents, works with each family individually, and sets a curriculum that is rigorous enough to not close doors and flexible enough to allow for a student to put parenting first is a challenge for any school. Cardinal aims to make this their focus. By doing that, the children of the teen parents will have a better start to life, and potentially less struggles throughout life. Their parents will be able to focus on finishing their education regardless of the hardships they faced.

I personally am inspired by the vision of Cardinal Academy. If a student at Elevate would ever benefit from their services I would not hesitate to recommend Cardinal, based on the passion and experience of the leadership.

Sincerely,

Monica White
Co-Founder Elevate Academy

Stanley J. Olson, Ed.D.
2027 S. Springbrook Ln.
Boise, ID 83706

July 30, 2020

Alan Reed, Board Chair
Idaho Public Charter School Commission
RE: Cardinal Academy Letter of Support

Dear Chairman Reed:

Recently I received a request to provide a letter of support for the Ada County Cardinal Academy application recently submitted to the Idaho Public Charter School Commission by Deborah Hedden-Nicely and Emily Bergstrom. I am delighted to comply and to show my whole-hearted support for the Cardinal Academy program and the two individuals leading this initiative.

As the former (2002-10) Superintendent of Schools of the 27,000 student Boise School District, I had the responsibility to observe and evaluate numerous instructional programs designed to impact high-need, vulnerable student populations. Among the most noteworthy of these programs was the Booth/Marian Pritchett High School offered to District pregnant teenagers in partnership with the Salvation Army – Boise Center. This joint-program had a long history of success in supporting the academic, social and career readiness needs of young people who were dealing with a myriad of school and life challenges tied to early-age pregnancy and impending parenthood. That success was actualized by the strong partnership with the Salvation Army program in Boise and the deep commitment and talents of the Marian Pritchett staff and school leaders Deborah Hedden-Nicely and Emily Bergstrom.

Due to a number of issues impacting both the Salvation Army – Boise Center and the Boise School District, the Booth/Marian Pritchett High School recently ended its long-term operation, leaving the aforementioned vulnerable student population without an educational and personal development resource in the region. This closure left a substantial, high-need population without a school setting that provided the social and educational environment designed to create stability and consistency.

Again displaying the leadership and commitment to pregnant and parenting teens, Ms. Hedden-Nicely and Ms. Bergstrom have re-initiated the successful program partnership with the Salvation Army and have identified quality instructional facilities in the Army's new Boise service center to house the Cardinal Academy.


They have also taken the key educational, social and career development components of their previous program and have combined them with updated instructional practices to evolve the Booth/Marian Pritchett High School program into a 21st century model.

As you review the Cardinal Academy application, you will identify the great potential this renewed partnership and program can create for some of our region's most at-risk young people. Your support and approval of this proposal will put into motion a resource that can create a significant difference for those it is intended to serve. There is no doubt in my mind that, under the leadership of Deborah Hedden-Nicely and Emily Bergstrom, this program will thrive and deeply impact pregnant and parenting teens.

For decades, the aforementioned authors of this application have consistently displayed the human, technical, academic and leadership skills to make this program a success and an ongoing contributor to the well-being of our region and state. It is my sincere hope that you give them, along with their fellow staff members and Salvation Army partners, the opportunity to impact the futures of students who need them the most.

Thank you for your ongoing service to the Idaho Public Charter School Commission and for your consideration of this application. Should you need further information regarding this recommendation, do not hesitate to contact me at bsdfan@msn.com or (208) 631-7007.

Sincerely,

A handwritten signature in black ink, appearing to read "Andy Hill", with a long horizontal flourish extending to the right.



August 3, 2020

Dear Mr. Reed and Idaho Public Charter School Commission,

It is with pleasure that I write this letter of support for Cardinal Academy. The Treasure Valley desperately needs secondary education programs for pregnant and parenting teen students. This population has unique needs that are difficult to adequately address in a traditional high school setting.

Through years of experience, Cardinal Academy founders Emily Bergstrom and Deborah Hedden-Nicely have developed a deep understanding of the particular academic and social requirements of pregnant and parenting high school students. I have personally worked with Ms. Bergstrom in her role at Booth Marion Pritchett School for nearly a decade and have seen first-hand her guidance of, and care for, her students. I am pleased to have been asked to continue working with her in this new school.

Ms. Bergstrom makes certain not only will her students' complete high school, but also works to expose them to post-secondary education options. My program assists people plan these next steps, whether college or certificates or apprenticeships. We partner to discuss education opportunities, apply to programs of the student's choosing, and assist in securing financial aid. This is the type of educator I know Emily to be, one focused not simply on getting her students through the tasks of today, but also encouraging them to be forward thinking and life-long learners, with an eye towards a secure and stable future.

This is the reason I support Cardinal Academy. It will be a place of support and growth not merely for today but as a launchpad for pregnant and parenting teens to gain the skills and knowledge so that they may become productive, self-sufficient members of our community.

Thank you for your consideration and have a wonderful day.

Holly Kimbrell

Holly Kimbrell
Education Advisor and Community Outreach Coordinator
TRIO Educational Opportunity Center

Dawn Burns, Director

6300 West Denton Street, Boise, Idaho 83704 P 208.577.4800 F 208.577.4809

Juvenile Detention
P 208.577.4948
F 208.577.4959

Juvenile Probation
P 208.287.5750
F 208.287.5749

Juvenile Programs
P 208.287.5600
F 208.287.5609



August 4, 2020

Idaho Public Charter School Commission
C/O Alan Reed

Ada County Juvenile Court Services supports the proposal submitted by Emily Bergstrom and Deborah Hedden-Nicely on behalf of Cardinal Academy Charter School to provide a small, safe, and therapeutic school for pregnant and parenting teens.

Research shows teen mothers are at much higher risk of never receiving a high school diploma or GED when compared to women who did not become teen mothers. This has a lasting impact on the mothers/students and their child. This also impacts the community as it begins a cycle of unemployment, or low wages, and the need for public support.

To address the issues faced by these at-risk students, the community needs a program to assist with their educational careers. We believe Cardinal Academy will provide this service and could promote development of additional community-based services.

Thank you for your consideration of Ms. Bergstrom's and Ms. Hedden-Nicely's request.

Regards,

A handwritten signature in blue ink that reads "Dawn Burns".

Dawn Burns
Director



August 28, 2020

Idaho Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

RE: Support for The Salvation Army Boise Corps partnering with Cardinal Academy

Dear leaders of the Idaho Public Charter School Commission,

St. Luke's Health System values and supports diverse education options for local students, their families and community members. As an Idaho-based, not-for-profit health system, St. Luke's recognizes the vital role education plays as a social determinant of health. This has led us to provide support to an array of organizations outside the walls of our hospitals and clinics, including The Salvation Army. With the goal of increasing graduation rates among some of our most vulnerable, at-risk students, St. Luke's is honored to support The Salvation Army Boise Corps' proposal to partner with Cardinal Academy Public Charter School for the purpose of serving parenting and pregnant teens in Idaho's Treasure Valley.

St. Luke's has a longstanding partnership with The Salvation Army, including providing funding for the current facility that would house the Cardinal Academy. We appreciate the enduring relationship with the Booth Marian Pritchard School, cultivated in part by leaders and support staff of St. Luke's Children's Hospital. With the opening of its new facility, we also support The Salvation Army continuing to meet the needs of at-risk students, as this partnership with Cardinal Academy can provide a caring, supportive and academically rigorous environment.

For generations, The Salvation Army has been a safety net for parenting teens in our community. According to national data, only about half of teen mothers receive a high school diploma by age 22, compared to nearly 90 percent of women who do not have a child during their teen years. These students face immense pressures and obstacles to thrive in adulthood. Providing the right academic support, at the right time, can make a world of difference for these students, which is exactly what The Salvation Army has done, and will continue to do moving forward with Cardinal Academy. We fully support this proposed partnership.

Regards,

DocuSigned by:

8763ECC9EA1ED402...
Katie A. Apple

System Administrator,
Children's Hospital and Service Line
Women's Service Line
St. Luke's Health System

Community Engagement
St. Luke's Health System
190 East Bannock Street
Boise, Idaho 83712



Saint Alphonsus

August 28, 2020

Alan Reed
Chairman, Public Charter School Commission
304 North 8th St., Suite 242
Boise, ID 83702

Re: Cardinal Academy Public Charter School

Dear Mr. Reed,

My name is Jennifer Palagi (RN) and I am the Vice President, Community Health & Well-Being at Saint Alphonsus Health System (ID-OR). I also oversee our Saint Alphonsus Family Center, from which we have provided critical Women's & Children's Outpatient Services (Jenny Rogers, Supervisor) for many years as part of our partnership with the Booth Marian Pritchitt High School for pregnant and parenting teens and young adults. The Saint Alphonsus Family Center provides childbirth and parenting education, lactation services and counseling for women with postpartum depression or anxiety.

Our Community Health & Well-Being strategy is squarely focused on addressing the *social influencers of health*, those upstream factors that impact individuals and families in their uphill battle to stay healthy, upstream factors like: education level, housing availability, access to preventive care, food access, and more. With the Boise School District exiting their partnership with the Booth Marian Pritchett High School, it is critical to reopen an education home that allows these young persons to complete their education, stay on course, and have a better chance at supporting their growing family.

I am so grateful for the application of charter status for the Cardinal Academy Public Charter School to return this invaluable resource to the people who need it the most – young mothers and their babies. Saint Alphonsus is committed to being the essential partner for providing pre- and post-natal child development education to these aspiring students.

Please join us in supporting the petition for Cardinal Academy as an Idaho Public Charter School. Your encouragement can lead to improving the lives of young persons trying to achieve their high school education, and the generations that follow them.

Sincerely,

Jennifer Palagi, DNP, MPH, RN, CIC
Vice President, Community Health & Well-Being
Saint Alphonsus Health System
1055 N. Curtis Rd., Boise, ID 83706
Office: 208-367-8923 | Cell: 208-602-9502 | Jennifer.Palagi@SaintAlphonsus.org



August 27, 2020

Alan Reed
Chairman, Public Charter School Commission

Re: Cardinal Academy Public Charter School

Dear Mr. Reed,

My name is Jennifer Rogers and I am the Supervisor for Women's & Children's Outpatient Services for the Saint Alphonus Family Center in Boise. The Family Center provides childbirth and parenting education, lactation services and counseling for women with postpartum depression or anxiety. I have had the privilege of teaching childbirth and parenting classes at Booth Marian Pritchett High school for pregnant and parenting teens and young adults for the past 7 years.

During my time with the students at Marian Pritchett, we start by covering the basics of having a safe and healthy pregnancy and delivery. I work to establish trust between the student and the medical community, their network of support and the process of childbirth so they can make healthy choices for themselves and their child. As our relationship grows over the semester, we are able to work through fears and uncertainties of becoming a new mom and we develop tools to strengthen their confidence and resiliency as they navigate school and parenthood. Prenatal and postpartum knowledge and skills are essential for mom and baby to be healthy now and into the future. When mom and baby are healthy and stabilized, this enables them to attend school where they can progress towards earning their high school diploma and go on to have a bright future. By ensuring these successes now, we prevent generational occurrences of teen pregnancy and educational hardship.

The Saint Alphonus Family Center is committed to these young mothers and their babies and will continue partnering in the same capacity with Cardinal Academy Public Charter School to continue the work of providing pre and postnatal child development education to their students.

I urge you to approve the petition for Cardinal Academy so this vital work of educating the whole student, both in parenting and in achieving their high school education, can continue.

Sincerely,

Jennifer Rogers
Saint Alphonus Family Center – Supervisor
900 N. Liberty St. Ste. 204
Boise, ID 83704
(208)367-3454



FAMILY MEDICINE HEALTH CENTER
Raymond Clinic

August 22, 2020

Alan Reed
Chairman, Public Charter School Commission

Re: Cardinal Academy Public Charter School

Dear Alan,

It is with great pleasure that I write this letter of support for the Cardinal Academy Public Charter School, having been asked by one of its founding member, Emily Bergstrom. By way of introduction, I am local Family Medicine physician, faculty and Associate Program Directory for the Family Medicine Residency of Idaho, as well as Director of the Obstetrics Fellowship at FMRI. I have a particular interest in maternal and child health within the residency, including educational support for the prior Marian Pritchett Memorial School.

As a Family Medicine physician I have the pleasure of taking care of patients across all age spectrums and through all aspects of their health care, from “cradle to grave” as we affectionately refer to our specialty. With my interest in maternity care, I understand the intricate nature of pregnancy and all the stresses it poses for women of all ages. As a faculty educator of a particular specialty within medicine, I also understand the importance of learners being educated amongst other learners who are of like circumstance, a cohort that understands each other and can support each other through the process. This is the exact type of cohort that the proposed Cardinal Academy hopes to educate and support and help succeed to the fullest potential. As mentioned in their executive summary, one third of teen mothers never go on to obtain a high school diploma or equivalent. That is far too many women who will not have the same advantage in life and within their community with downstream consequences for their children. We know that individuals who do not obtain a high school diploma or GED earn approximately 6,800 to 10,000 dollars less per year than those with a degree, with a high school diploma granting one higher income difference than a GED. Additionally, women on average earn approximately 15,000 less per year than men, so you can see how a teen mother without a GED or high school diploma could earn near poverty level wages. This has a tremendous impact on their mental and emotional health, which then translates into less care for their child both financially, physically, and emotionally.

Family Medicine Residency of Idaho committed to newborn education for the former Marian Pritchett Memorial School in an effort to support these women through a foundational time in their lives. We hope to continue this educational partnership, and potentially expand our support, with the proposed Cardinal Academy Charter School. As a mother of three myself, I know how crucial it is to have the support of other individuals who are going through a similar life experience. That is why the Cardinal Academy Charter School becomes so important. It's not just about placing these mothers in school, it's about placing them in the right school that will afford them the privileges to succeed. It is with this passion that I would ask you to support the creation of the new Cardinal Academy Charter School.

Kindly,
Jennifer Cook, MD
FM Faculty, Associate Program Director, OB Fellowship Directory, Family Medicine Residency of Idaho
Associate Professor, University of Washington School of Medicine

August 2020

To Whom It May Concern:

I was 16 when I got pregnant with my first child. I was scared and confused. The only thing I did know was that I was going to parent my child. I had dropped out of school in the 9th grade prior to my pregnancy, so I arrived at Marian Pritchett School with zero highschool credits. I was also in foster care at the time, so I lived in the dorms while attending school.

I was hardened by my life's experiences, so I was probably not the easiest kid to deal with; however, when I first arrived at this special school for pregnant and parenting teens, I was welcomed by the teachers and staff. Honestly, it was the first time I had ever felt safe. Being surrounded by caring adults and understanding students who were in my same situation gave me the environment I needed to thrive.

I remember going to the graduation ceremony that spring to watch those mothers cross the stage in front of their families and children. If they could do it, I knew I could, too. I committed to myself at that moment that I would cross that stage for my own graduation. I kept at it through tough times and obstacles until finally it was my turn. I was the first in my family to graduate high school, and it was a proud moment for me and for my family.

I then went on to study at Boise State University because the atmosphere at this school made me feel like I could achieve more. But more importantly, I was instilled with the self worth and the feeling of achievement which I had been lacking throughout my school years.

I am 33 years old now and have my own family. We own our home and also our own electrical business here in Boise. I have been able to pass on to my children the lessons I learned about myself from this incredible school to break the cycle of my family's past. I will never forget what Marian Pritchett high school did for me and my son. I can not imagine not having a school available for young moms like I was. I would not have made it without the support of this school.

Respectfully,

Caitlin Dillon
MPS Graduate 2006

F3: Bluum Inc., Back Office Support Services

AGREEMENT
for
Back Office Support Services

between

CARDINAL ACADEMY, INC.

and

BLUUM, INC.

This Agreement is made and entered into between Bluum, Inc. (“BLUUM”) and Cardinal Academy, Inc. (“SCHOOL”) this First day of July, 2020.

In consideration of the mutual promises herein contained, the SCHOOL and BLUUM agree as follows:

1. SCOPE OF SERVICES

During the term of this Agreement, BLUUM shall furnish to SCHOOL the services identified on Exhibit A. Such services shall be performed by individuals as employees or independent contractors of BLUUM and not as employees of the SCHOOL.

2. TERM

The Agreement shall commence on July 1, 2020 and shall end on June 30, 2022. BLUUM will perform services with due and reasonable diligence consistent with sound professional practices. Any services identified by Task Order are expected to be completed by BLUUM, even if after June 30, 2022.

3. COSTS

3.1 Basic Services. As compensation for Basic Services to be performed by BLUUM, the SCHOOL will pay BLUUM for services as selected in the attached scope of work document, **Attachment “A”**.

- **For the school’s startup year, the services will be provided at no cost.**
- **For the school’s first year of operation, the services will be provided at no cost.**

3.2 Additional Services. BLUUM shall not take any action hereunder which could cause the amount for which SCHOOL would be obligated to BLUUM to exceed the costs defined herein. However, this sum may be increased or decreased from time to time by BLUUM if Additional Services are required or the scope of work is adjusted for any reason, through an Addendum to this Agreement.

3.3 Reimbursable Expenses. The SCHOOL shall pay for items specifically agreed upon as Reimbursable Expenses.

4. OWNERSHIP OF INFORMATION

All deliverables resulting from this Agreement, including hard and digital copies of information, data, graphics, exhibits and other documents, are the property of the SCHOOL. BLUUM shall not reuse or modify said deliverables without the SCHOOL'S written permission.

5. TERMINATION

The SCHOOL and BLUUM may terminate this Agreement by giving ninety (90) days written notice thereof. If terminated by SCHOOL, BLUUM shall be paid by the SCHOOL for the portion of the work completed prior to termination.

6. MODIFICATIONS

The SCHOOL may request to modify this Agreement at any time and the SCHOOL and BLUUM may agree to an equitable adjustment in cost and schedule.

7. DISPUTE RESOLUTION

Should a dispute arise, SCHOOL and BLUUM agree to negotiate all disputes between them in good faith for a period of thirty (30) calendar days from the date the dispute is raised in writing by either the SCHOOL or BLUUM. If the parties fail to resolve the dispute through negotiation, then prior to litigation the dispute shall be decided through non-binding mediation or other mutually agreed alternative dispute resolution technique, the fees and expenses of which shall be split equally. This Agreement shall be governed by the laws of the State of Idaho.

8. INDEMNIFICATION

The SCHOOL agrees to indemnify and hold BLUUM, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising out of SCHOOL's breach of any of the above representations and warranties, or arising from any injury to person or property caused by any Services or Deliverables provided by BLUUM under this Agreement.

BLUUM agrees to indemnify and hold the SCHOOL, its affiliates, subsidiaries, assignees, and licensees harmless from and against any losses, costs, expenses (including reasonable attorney's fees), judgments, settlements, and damages resulting from any claim or action arising from any injury to person or property caused by willful action on the part of BLUUM during the course of this Agreement.

9. INSURANCE

BLUUM shall procure and maintain insurance as set forth below. BLUUM shall cause SCHOOL to be listed as an additional insured on any applicable general liability insurance policy carried by BLUUM.

Workers' Compensation	Statutory
Employer's Liability	
Each Accident	\$100,000
Disease, policy limit	\$500,000
Disease, each employee	\$100,000
General Liability	
Each occurrence (Bodily Injury and Property Damage)	\$1,000,000
General Aggregate	\$2,000,000
Automobile Liability	
Combined Single Limit (Bodily Injury and Property Damage)	
Each Accident	\$1,000,000
Professional Liability Insurance	\$1,000,000
Each Claim Made	\$1,000,000
Annual Aggregate	\$1,000,000
Errors and Omissions	\$1,000,000

10. SCHOOL FURNISHED SERVICES

The SCHOOL shall provide access to SCHOOL'S records, data, and other information needed by BLUUM to perform the SCHOOL'S requested services. BLUUM agrees to maintain all SCHOOL records, data and information in a confidential manner and will comply with all rules of confidentiality as required by State and Federal law and school policy, including but not limited to FERPA, HIPPA, et al.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

SCHOOL: Cardinal Academy, Inc. Bluum, Inc.
School, Inc.

By: _____
Emily Bergstrom, Principal

By: _____
Terry Ryan, CEO

Address: 9492 West Emerald Street
Boise, Idaho 83704

By: _____
Marc Carignan, CFO

Address: 1010 W. Jefferson, Suite 201
Boise, Idaho 83702

Attachment "A"

Back Office Services

Monthly
Fee Annual
Fee

Human resources

Maintain employee files throughout the year, including education credentials, fingerprinting, perform background checks through the SDE, benefits documentation, contracts, demographic data, work assignments, timesheets, tax elections, I-9, direct deposit election, and contract. \$ 3,500

	# of EE's	Annual Fee	Subtotal
Per New Certificated Employee	9	\$ 200	\$ 1,800
Per Existing Certificated Employee	-	\$ 75	-
Per new classified employee	2	\$ 50	\$ 100
Per existing classified employee	-	-	-
	13		\$ 1,900

Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices are considered part of accounting services fees below

Payroll

Monthly payroll processing, Including: \$ 750 \$ 9,000

Tax payment and quarterly/annual reporting including W-2, W-3, 1099, 1096, Idaho income tax
 Quarterly ID unemployment reporting
 PERSI reporting and payment
 Sick-time tracking
 Monthly payroll transactions report ready to post to school website (we can post if provided credentials)

# of EE's	Check Box	Monthly Fee	
0 - 25	x	\$ 750	\$ 750
25 - 50		\$ 900	
50 - 100		\$ 1,250	
100 +		\$ 1,500	

Revenues, Expenditures, Federal Title I, II, IV, and Federal IDEA

Revenue processing tasks consisting of: \$ 800 \$ 9,600

Process cash and check transactions, prepare deposits (to be deposited by school staff)
 Record transactions to correct G/L codes
 Provide donation acknowledgements for monetary donations
 Report sales tax for taxable sales
 Review and reconcile electronic payments from state department of education
 Prepare all adjusted journal entries when applicable
 Federal programs– recognition of revenue and accompanying receivable when expenditure is recorded
Federal programs – complete monthly posting of funds draw-down using Idaho SDE's CSFGA web site

# of EE's	Check Box	Monthly Fee	
0 - 25	x	\$ 800	\$ 800
25 - 50		\$ 1,200	
50 - 100		\$ 2,000	
100 +		\$ 3,000	

Expenditure processing tasks consisting of:

Electronic storage of all backup to expenditures
 Place orders, issue purchase orders when required
 Process checks semi-monthly
 Track capital expenditures for auditor / SDE
 Loans / Bonds - accurate posting of P&I, monitoring against amortization schedule
Loans / Bonds - Compute covenant compliance quarterly, include in board reports

Federal Funds - draw downs to be processed

Complete compliance review of each expenditure, feedback for questionable expenditures
 Post expenditures to correct G/L
Electronically maintain all expenditure backup and approvals

High-dollar procurement:

For expenditures exceeding \$25,000, issue, receive, and catalog bids; provide for Business Manager/Administration review

Per project, hourly fee, \$50/hr rate

Accounting

Monthly Financial Statements \$ 200 \$ 2,400

Standard 2M Reports ("Budget Report")
 Detail report by G/L code
 Initiate and manage benefit renewals through insurance broker, all data updates, and reconciling benefits invoices
 Monthly A/P transaction report posted to school website

Financial Audit Support – Prepare all CPA firm-requested items and follow-ups \$ 4,000
 Monthly bank reconciliations \$ 150 \$ 1,800
 Assist with annual budget preparation \$ 1,500
 Accounting for classroom/sports/activities funds, simplified to posting to G/L \$ 30 \$ 360

Compliance Reporting

Prepare all requested financial reports (see table, next tab / attachment A) and submit to Finance Manager for review and submission, or submit directly with Finance Manager approval \$ 500 \$ 6,000

Discount \$ (36,560)

Grand total - Annual Cost, based on 12-month contract: \$ -

Attachment “B”

1010 West Jefferson, Suite 201
Boise, ID 83702

ATTACHMENT "B"

Compliance Reporting Schedule:

Due Date	Dept.	Item
15-Jul	SDE	School District Budgets*
30-Jul	SDE	School Building Demographics Building Additions, Reconfigurations, Deletions*
30-Jul	PCSC	Dashboard (update of school contact info & copy of Support Unit Computation spreadsheet)*
30-Jul	Lender	Quarterly Financial Statements
30-Jul	PCSC	SDE Budget Worksheets*
17-Oct	SDE	District and Charter School Salary Schedules
17-Oct	SDE	ISEE Staff Data Reporting*
17-Oct	SDE	Application and Budgets for IDEA Part B and Preschool Special Education Funds*
17-Oct	PCSC	Independent Audit Report*
28-Oct	SDE	Annual Statement of Financial Condition*
31-Oct	SDE	IFARMS Annual Financial Report*
31-Oct	SDE	Leadership Premiums*
31-Oct	Lender	Quarterly Financial Statements
10-Nov	SDE	Independent Audit Report
10-Nov	Lender	Independent Audit Report
18-Nov	SDE	ISEE Staff Data Reporting*
9-Dec	SDE	ISEE Staff Data Corrections*
19-Dec	SDE	School Facility Maintenance Report*
15-Jan	SDE	Title I-A, Application for Reallocated Funds*
31-Jan	PCSC	2nd Quarter Reporting (Balance Sheet & Budget/Income Statement), Revised Budget if Applicable
31-Jan	Lender	Quarterly Financial Statements
28-Feb	SDE	Indirect Cost Worksheet*
18-Mar	SDE	Certification of Low-Income Student Count for Charter LEAs*
30-Apr	SDE	Notify County Clerks of Budget Hearing
30-Apr	Lender	Quarterly Financial Statements
30-Jun	SDE	Updated Square Footage Numbers for following year*
23-Jun	SDE	Continuous Improvement Plans and Training Reimbursement Request*
26-Jun	SDE	Court-Ordered Tuition Equivalency Report*
30-Jun	SDE	Consolidated Federal and State Grant Application*

<p><i>SDE – Idaho State Department of Education</i> <i>PCSC – Idaho Public Charter School Commission</i> <i>Lender - any lending institution requiring reports</i></p>
--

* Based on required formats

F4: Job Descriptions for Executive Director and Director of Academics



Executive Director

The Executive Director of Cardinal Academy Public Charter School will provide organizational leadership, define organizational strategy, evaluate organizational outcomes and school performance, build organizational capacity, and develop the team to provide ongoing support to the school. The Executive Director will manage a team of direct reports including the senior members of the organization. The Executive Director will report to the Board of Directors.

At Cardinal Academy, we expect the Executive Director to:

Strategic and Financial Planning

- Provide the leadership, vision and strategic direction for Cardinal Academy
- Support Cardinal Academy through processes related to quality and sustainability
- In partnership with the Board of Directors, develop an annual budget
- Build relationships and partnerships with key stakeholders in support of the organization's mission and goals

Leadership and Development

- Perform day-to-day and long-term strategic management of the team, including goal setting, individual and overall team performance evaluation, budget creation, and budget management
- Recruit, hire, manage, and develop organizational staff
- Plan and coordinate the delivery of support and services to the school

Operations and Facilities

- Serve as the liaison with The Salvation Army including planning for the success of student learning through facilities management, technology infrastructure, and identifying and supporting vendors that provide best in class services
- In collaboration with other team members, ensure that Cardinal Academy's enrollment planning and execution, marketing, fundraising, and programmatic strategies are effectively implemented

Board Collaboration

- Report organizational results to the Board of Directors including financial, academic, and operational data
- Develop policy recommendations for the Board's consideration and action
- Manage relationships with financial donors, community partners, and civic leaders
- Communicate with local and national organizations committed to the school

In addition to the expectations listed above, the Executive Director will bring the following:

- Master's degree required
- At least 10 or more years of experience in education, preferably in an underserved area
- Proven results of academic achievement with underserved students
- Dynamic, visionary leader who can spearhead the organization
- Strong background in management, budgeting, strategic planning, and school leadership
- Knowledge of local, state and federal laws that apply to public charter school



Director of Academics

The Director of Academics of Cardinal Academy Public Charter School will lead the organization in driving exceptional academic achievement. Reporting to the Executive Director, the Director of Academics will have accountability for the curriculum, instruction, and assessment of the organization. The Director of Academics will directly manage the teaching staff at Cardinal Academy.

At Cardinal Academy, we expect the Director of Academics to:

Academic Strategy

- Support the Executive Director to ensure high quality implementation of school educational design, including standards, curriculum, assessments, instructional guidelines, and school academic culture
- Assist the Executive Director in monitoring and evaluating program effectiveness, as well as identifying and acquiring appropriate program resources to ensure that curricula are student-focused and aligned with the mission, core values, academic standards, and strategic goals
- Help develop short and long-term strategy for the organization including curriculum, instructional evaluation, school improvement, and school culture
- Present at board meetings and interact with Board Members as needed
- Ensure that the school meets performance outcomes and achieve dramatic student performance gains in all grades and areas
- Maintain responsibility for testing, and ensure the testing procedures outlined by the Idaho State Department of Education (SDE) are followed

Performance Management

- Effectively coach teachers, support the creation of curricular materials, collect and share resources, archive resources and best practices for future use, and oversee the implementation of content for professional development
- Use data and classroom observations to identify teachers' needs and provide coaching and modeling of best-practices for teachers across multiple content areas and grade levels
- Ensure that Cardinal Academy is offering the types of training and professional development programs that will lead to accelerated staff performance and retention of high performers
- Support the planning and facilitation of high-quality professional development priorities and design effective, data-driven school-based professional development
- Evaluate the organization's teacher selection model to improve effectiveness and the retention of high quality teachers
- Oversee the staff development cycle of formalized coaching and evaluation for all academic roles

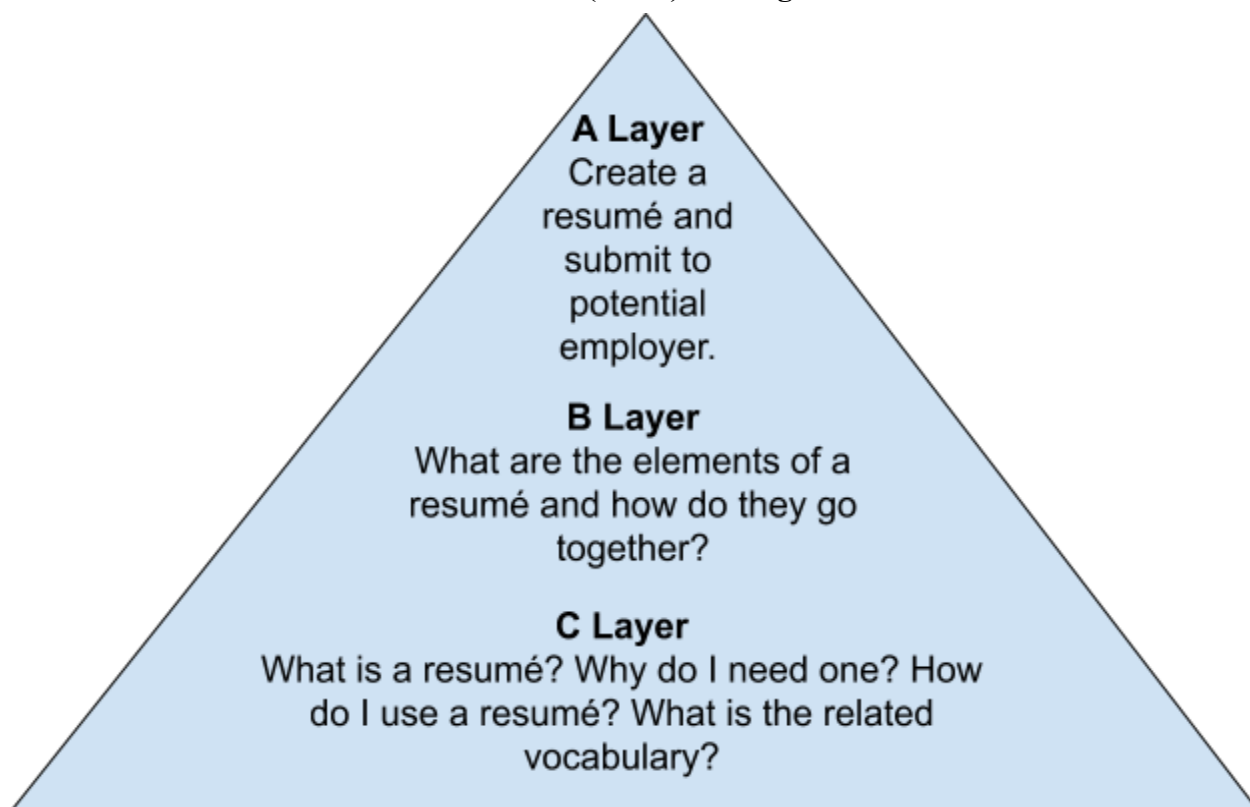
In addition to the expectations listed above, the Director of Academics will bring the following:

- Experience coaching, facilitating professional development and has a deep commitment to effective and rigorous instruction
- The ability to track and analyze data to uncover trends and act strategically to improve results
- Outstanding communication and teamwork skills, including the ability to collaborate, motivate and influence others to act to accelerate student achievement
- A strong commitment to and passion for the mission of Cardinal Academy
- Bachelor's degree required; Master's degree preferred

F5: Sample Lesson Using Layered Curriculum

1. Resumé Building Using Layered Curriculum and Sheltered Instruction (SIOP) for English Learners
2. U.S. History, World War I: The Great War Unit
3. *To Kill a Mockingbird* by Harper Lee
4. *The Crucible* by Arthur Miller

Resumé Building Using Layered Curriculum and Sheltered Instruction (SIOP) for English Learners



- Layer A:
1. Student will be expected to create a full resumé using a template.
 2. Resumé will include multiple sections including demographic information, education information, relevant work experience, volunteer experience and special skills. Students will use critical thinking skills to complete each area.
 3. Student will edit resumé alongside school counselor or teacher to analyze their work.
 4. Student will submit completed resumé in the preferred format to a potential employer, i.e. in person, on paper or via an employment website.
- Layer B:
1. Student will use the pieces of a “Resumé Puzzle” to put together a complete resumé by using problem solving skills.
 2. Student will apply knowledge of resúmes and their purpose to solve this problem and complete the activity.
- Layer C:
1. Students will build basic knowledge of resúmes and their purpose.
 2. Students will understand the various ways resúmes may be submitted to potential employers.
 3. Students will learn resumé vocabulary such as objective, experience, volunteered, achieved, and managed.

U.S. History

World War I: The Great War Unit

Layer C

*The activities below are designed to give you access to the information you need to know about this time in our history. You must complete this level **BEFORE** going on to the **choices** in Layers B & A.*

There will be written and/or verbal assessment for the activities in this level. Hand-in notes and summaries as you complete the activity for teacher feedback.

*As I circulate around the room asking individual questions about the articles and videos, you will **DEMONSTRATE THAT YOU KNOW THE INFORMATION** by correctly answering my questions. **SO BE PREPARED WITH COMPLETED NOTE GUIDES AT ALL TIMES.** My initials indicate that you have passed. This is how you earn your way to the next level.*

Explain the causes of WWI.

___ Go through the following Google presentation: [The Great War](#)

Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Watch the video, [The Four M.A.I.N. Causes of WWI](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Read the article, [WWI-Causes](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Read the article, [Who Killed Franz Ferdinand?](#) Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

Describe the reasons that the U.S. entered into WWI.

___ Watch the video, [United States Enters WWI](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Read the article, [United States in WWI](#). Answer the questions at the end of the article.

___ Watch the video, [America's Homefront During WWI](#). Take notes or summarize. Then watch the video immediately following entitled, "Life at Home During WWI." Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Read the article, [1918 Fourteen Point](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

___ Read the article, or watch the video, [The League of Nations](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

Explain the effects of WWI on the United States.

___ Read the article, [Effects of WWI](#). Take notes. Then write a 5-7 sentence paragraph at the end of the notes explaining what the video was about and what you learned.

Key terms and people from WWI.

___ Refer to the list at the bottom of this document of terms and people. Define each one.

Then choose one (1).

___ Choose 10 (10) terms and explain why you think each of them are important by making connections to our unit of study.

___ Construct a crossword puzzle of ten (10) of the terms.

___ Construct a multiple choice vocabulary quiz of ten (10) of the terms.

Layer B

Choose one (1) of the following topics and construct an information piece (infographic, art poster, mobile, other foldable, Google presentation, or any idea you have). You must create something other than what you created in the last unit. **Please cite at least three (3) sources. Be ready for oral defense or presentation to the class.**

___ Create a “T” chart illustrating the differences between *Isolationists* and *Reservationists*. Choose a side and defend your decision using facts to support your argument.

___ Create a Google presentation about 5 key people related to World War I.

___ Create three pieces of propoganda that displays one reason each why the US entered the war. Go to this site for examples: <http://www.firstworldwar.com/posters/index.htm>

___ Watch a movie w/ a setting in WWI. Take notes, then write a reflection of at least one (1) page citing the movie and your notes to support your statements.

___ Create an infographic or Google presentation illustrating the effects/results of the war.

Layer A

Choose One (1).

In this level you will be **delving deeper and thinking more critically** about the subject of this unit. You will be **researching, taking notes, synthesizing your notes** (pulling together the information), and presenting your findings in **writing**. You will do this by making statements,

then supporting them with the facts you gathered and attributing your facts (stating the source of your facts). **You must have at least three (3) sources**, and you must have a *Works Cited* page.

___ Read the book, *Bright's Passage*. Write notes or summarize each chapter. Then write a reflection or create a piece of art or infographic about the book.

___ Research and evaluate advances in technology for warfare. Provide a summary of your stance on the use of technological warfare. This is two (2) parts! Evaluate and provide your summary.

___ Go online and find stories about two (2) different places (involving people other than Americans) in the world having wars right now. Write a report or create an infographic which includes among other things their reasons for war and compare them to the reasons for WWI. Explain what you believe is worth going to war over.

___ Compare the U.S. Patriot Act to the Espionage and Sedition Acts and the impact they had/have on civil liberties. Explain your findings in essay format.

___ Read the 14 points and compare it with the Treaty of Versailles. Write your findings in a "T" chart, then summarize.

___ Listen to John Lennon's song "Imagine." Make connections between the song with the 14 points. Write a narrative or reflection about how the two writings are similar. (Your paper should be at least one-page in length, and your points should be supported by lines in each of the documents.

World War I Vocabulary

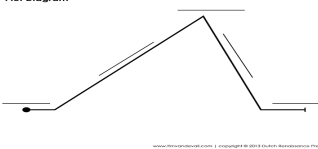
1. Imperialism
2. Nationalism
3. Lusitania
4. Central Powers
5. Triple Entente (Allies)
6. Zimmerman Telegram (Note)
7. Committee on Public Information (CPI)
8. Trench Warfare
9. War Industries Board
10. Selective Service Act
11. 14 Points
12. Treaty of Versailles
13. League of Nations
14. Isolationists Reservationists
15. Russian Revolution
16. 1st Red Scare
17. Espionage and Sedition Acts
18. Franz Ferdinand
19. U-boats

Name _____
 Period _____

Now that we have completed reading, **you** will determine your final grade for our novel study of *To Kill a Mockingbird*. You will have class time to work through each layer. After October 18th, the work becomes independent. Please note, we will be moving on with another unit in class, so plan your time accordingly. Your final grade on this unit is determined by how quickly and efficiently you master each level. You may not go on to the next layer until each level is completed. No work will be accepted after Thanksgiving break.

Layer C

You will **orally defend** each activity in this layer. You must complete this layer before moving on to the next.

Complete TWO activities listed below.		Teacher Initials
As you complete each activity, submit the finished product (or a picture of it) in classroom & be prepared to ORALLY DEFEND your work in class		
1.	Character Wheels. In a large circle on plain paper, write one character's name in the center. In each quarter of the wheel, list one of the following categories and describe the character in terms of it: <i>Background, Physical Appearance, Personality, and Actions (that show their character type)</i> Include four descriptions in each category. Do this for FOUR characters. RUBRIC	
2.	Make a portrait of a main character that remains true to the description in the text. Under the picture include at least three quotes from the book that provide a description of this character. This is not a project for you if you plan to do stick figures or quick pencil sketches on notebook paper. RUBRIC	
3.	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <p><small>Plot Diagram</small></p>  </div> <div> <p>Use a plot line graphic to map out one of the main conflicts in the story and how it was resolved. Create the plotline on blank paper and for each of the sections (exposition, conflict, rising action, climax, falling action, resolution) draw at least one picture (<u>definitely more</u> for rising and falling action) with captions for each plot point to explain what happened. RUBRIC</p> </div> </div>	
4.	Use this handout to choose 8 different literary, historical and cultural allusions from the book to create a Google Presentation with images and explanations for each. Include the quote from the book that includes the allusion. RUBRIC	
5.	Choose several (minimum 6) quotes from this list to create a Google Presentation, foldable, poster, or graphic that show you understand the significance of the quotes and how they relate to each other. RUBRIC	
6.	Write an epilogue to <i>TKaM</i> that shows what happened to Scout once she grew up. Did she stay in Maycomb, or did she strike out on some new adventure? What happened to the people she cared about most? Be creative, but try to make this epilogue feel like a final chapter to the book, matching Scout's voice. This should be a minimum 3 pages, typed, double-spaced. RUBRIC	

7.	Storyboard—Create a picture-book. Choose a story that incorporates another summer antic of Jem, Scout, and Dill, or a story of another character in the novel—Walter Cunningham building a friendship with Scout, Miss Caroline’s first year in Maycomb, or the adventures of a young Miss Maudie. Be creative. You can use Google Slides, you can use any app or free program that allows you to share, print, or save the project, or you can create a hand-made assignment using drawings, collages, cutouts, or anything that helps you to complete the assignment in a meaningful way. RUBRIC	
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Layer B

Choose ONE of the activities below. Submit in classroom when finished.

1.	Character and Themes Create a presentation on the background information for the main characters and themes listed. RUBRIC	
2.	Write a biography and monologue for a MINOR character in the novel. Use this link to see what is involved. RUBRIC	
3.	Write and perform a song in any genre, that incorporates a theme or subject of the text, or focuses on one character’s perspective. It could be a character you got to know well—such as Miss Maudie or Calpurnia, or it could be a character that we never really got to know, like Tom Robinson’s wife or even Tom himself. If you don’t want to “perform,” then plan to record and play your recording for the class, if you’re shy about performing in class but really want to do this option.	
4.	Atticus-isms: make a booklet of “Atticus-isms” (wise sayings from Atticus Finch) from the novel. Each one will be quoted FROM THE TEXT and written NEATLY or typed on one side of the booklet with the chapter cited rather than page. On the opposing side will be a neatly written or typed response to Atticus’s words, how they apply to life now, why the words are important, etc. You should have a minimum of 10 sayings. Phil’s-osophy - here is a funny example of some not-so-wise words. RUBRIC	
5.	Create 6 or more mini posters (8.5” x 11”) with an abstract term that relates to a theme in the book, a quote that clearly supports the term, and an image that matches both. For example, the abstract terms could be hypocrisy, innocence, racism, bravery, courage, guilty, hero, understanding, etc. Click on this link to see an example. RUBRIC	

Layer A

Find current, reliable sources on the topic you choose from below, and create an MLA citation for a works cited page for each one. Summarize the main points of each source. Next, write an essay about your opinion on the issue citing your research for support. Your opinion should be in paragraph form, include citations, and be a minimum of 400 words. Proofread, edit and type your final draft. Turn in the following:

- _____ final (typed) article summaries
- _____ final essay with citations
- _____ Completed Works Cited page [RUBRIC](#)

1.	Locate two cases (trials or laws that were enacted) that dealt with racism in the South in the 1950s and 1960s . Now locate two cases or incidents that deal with racial tension today. Write about how racial tension has changed over time.	
2.	Sexual misconduct accusations, charges, and convictions have been in the news a lot in the last few years, spawning the #metoo movement. Find one or two cases where the accusations were found by the justice system to be false and one or two cases where the accusations were found by the justice system to be true. Write about the effects of these cases on the individuals involved as well as our society as a whole.	

Name _____

Date Due: _____

***The Crucible* by Arthur Miller**

Layer C. 70-79 points. *Credit is earned for learning, which comes about through listening, discussion, reading, and/or doing. You will be verbally assessed for each activity you choose to complete. Points possible are listed by each choice.*

1. **Read the play** and ask to **take a test** on it. If you score less than 70%, you will need to complete additional activities below. *Note: even if you score above an 80%, the maximum you can earn here is a 79%.* 79
2. Complete **Reading Guide Questions** for each of the four acts in the play (up to 15 points each). 60
3. As you read each act in the play, **note 10 vocabulary words** that are new or unfamiliar to you. For each word, locate 3 synonyms from the dictionary and/or thesaurus. **Prepare a vocabulary test** with the directions that for each group of synonyms, a student should choose the word that does not belong. Include an answer key. (Up to 10 points for words from each act in the play.) 40
4. **Character Wheels.** Make a large circle on plain paper. Write the character's name in the center (Rev. Sam Parris, Thomas Putnam, John Proctor, Reverend Hale, Giles Corey, and/or Francis Nurse). In each quarter of the wheel, list one of the following: *Background* (minister, farmer, etc.), *Physical Appearance* (approximate age and physical description), *Temperament* (characteristic or habitual mode of emotional response, i.e., "he is of a nervous ~."), and *Ideas* (what he/she thinks or believes). 10
5. Create a **conflict chart** showing the multiple conflicts in the play between the Proctors and others and between the Putnams and others. 10
6. After reading Acts 1 and 2, complete a **Cause and Effect Organizer**. On a plain sheet of paper, draw three columns and label them as follows: Cause of, Event, and Effect of. Record 10 events with respective causes and effects. You may repeat this for Acts 3 and 4, if you wish (up to 10 points) 20

for each organizer).

7. Write a **ballad** about the characters and events in the play. Your ballad should have five or more stanzas and should include 10 or more facts from the story. 10

8. **Create a mobile** of characters in the play based on their social positions (property owners and community leaders; servants, outcasts and minors; and outsiders). Include physical descriptions and character traits OR show these with sketches. 10

9. As you read, **create a Plot Diagram or Story Map**. Include setting, major characters, conflict, rising action (4 events), climax, falling action (3 events), and resolution. 12

10. **Write a series of five journal entries** from the point of view of John Proctor, Elizabeth Proctor, or Abigail Williams. Each entry (handwritten) should be approximately one page in length and should reflect your character's feelings about an important event or series of events in the story. 10

11. **Act out a key scene** from Act IV (the scene with Hale and Danforth **OR** the scene between Elizabeth and John Proctor). 10

12. **Watch the video** and create a chart that compares/contrasts it with the written play. Write a comparison (1/2 to 1 page in length) of the theme of Miller's play with the theme of the Hollywood version. 15

13. **Group Poster-Chain of Events**. Working with two other students, make a list of ten of the important actions or events of ONE act in the play. By group consensus, choose six of the most important events in the act you have chosen On poster board, draw six large boxes and put arrows between them. Fill in the boxes on your poster with details that develop action, climax, and/or resolution. Present your poster to the class. 10

TOTAL POINTS FOR "C" LAYER 0-79

NOTE: Students must complete the "C" Layer (70 points, minimum) before assessment on the "B" Layer.

Total "C" Points:

Layer B. Choose ONE activity. *You will be verbally assessed for the ONE activity you choose to complete.*

1. **Create a wanted poster.** Imagine that one of the accused witches has disappeared. Underneath the picture, write her name in large, bold letters. Include a paragraph that thoroughly describes her and her crime(s).

2. **Draw five cartoons** that show dramatic irony or verbal irony in the play. Underneath each one, briefly **explain how it is ironic.** For full credit, your cartoons should include details and color.

3. **Conduct an interview.** With a partner, research the author's life. Write a script for an interview between a newspaper reporter and the author, shortly after the publication of the play. Role-play your script for the class.

4. **Write an epilogue** to extend the story. Your epilogue should include characters from the play in a new situation or facing a new conflict related to events in the story. It may be handwritten, but should be 1½ to 2 pages in length.

5. **Write a letter** in your best cursive writing from Elizabeth Proctor to her condemned husband John. The letter should detail her grievances, any blame she might feel, or it may express her beliefs and/or her regrets. The language and style of the letter should reflect the way Elizabeth speaks in the play. On another sheet of paper, **write a response from John** that expresses how he may feel toward Elizabeth now and his beliefs and/or regrets. Prepare a final draft of each letter on plain white paper.

6. **Design a book jacket** for the play that would be no larger than a sheet of plain white paper. Your jacket should include illustrations of 5 or more elements from the play. You might include one or more characters, events, symbols, etc.

TOTAL POINTS FOR "B" LAYER and the "C" Layer (80-89 possible)

Layer A. Choose ONE activity. *You will be verbally assessed for the ONE activity you choose to complete.*

1. **Opinion on Witches.** What do people believe about witches today? Get an "A" level worksheet. Go to the library or use the Internet and **find three sources** as current as possible on the topic. **Summarize the main points of each article on the worksheet.** On notebook paper or using a computer, **draft your opinion** on the issue, **citing some of your research** (check the stylebook for how to do this). Your opinion should be approximately 200 words or more (two good paragraphs). Proofread, edit, and type your final opinion. **Turn in the following: Rough draft and final (typed) draft with citations _____ Works Cited _____ "A" level worksheet _____**

2. **Historical Poster Report.** How did the political events of the 1950s influence the writing of *The Crucible*? Research the fear of Communism in the 1950s, and use the information you gather to make a poster report. Turn in "A" **Level worksheet _____ and Works Cited _____**

3. **Houses of Worship.** What houses of worship are present in our city? What different denominations are represented? How many are there? Discover when churches first became established in this area. How do current notions of religious freedom contract with Puritan notions? (Research may take the form of 3 interviews). Turn in your **Rough draft and final (typed) draft with citations _____ Works Cited _____ "A" Level worksheet _____**

TOTAL POINTS earned for this unit (100 possible).

By Kathy Plunk, Twin Falls, Idaho

F6: Idaho Workforce Readiness Standards

***WORKPLACE SKILLS FOR
CAREER READINESS
STANDARDS***



This document was prepared by:

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Idaho Career & Technical Education Mission Statement:

“To prepare Idaho youth and adults for high skill, in-demand careers.”



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INTRODUCTION

Employability skills, often referred to as Workplace or Career Readiness skills, have for many years been a recognizable component of standards and curriculum in all career and technical education (CTE) programs.

Since the redesign and redevelopment of state standards began in earnest in 2011, a determination was made to establish a new, updated list of employability skill standards that would apply uniformly to all CTE programs versus being customized and incorporated into each and every set of CTE standards.

After considerable review to verify alignment with the national employability skills, such as those in the 21st Century Skills, Idaho Career & Technical Education, with the support of key stakeholders, supports the implementation of the twenty-one Workplace Readiness Standards recommended by the Career and Technical Education Consortium of States (CTECS) and used by the Commonwealth of Virginia and state of Nevada. Those standards were validated through extensive research conducted by the Weldon Cooper Center of the University of Virginia and an industry review process involving more than three hundred employers.

The twenty-one standards are organized in three areas: (1) Personal Qualities and People Skills; (2) Professional Knowledge and Skills; and (3) Technology Knowledge and Skills. The standards are designed to ensure students graduate from high school properly prepared with skills employers prioritize as the most important. The standards provide a means through which students may acquire and exhibit leadership qualities, as leadership development principles are embedded in most, if not all, of the standards. Students are expected to demonstrate proficiency in the Workplace Skills for Career Readiness upon completion of an Idaho PTE cluster or pathway which, in most cases, is three to six credits depending on the district credit model.

To fully prepare for college and careers upon exiting high school, however, students must also be able to read, write, compute and solve problems at levels of proficiency necessary to function in the workplace and in college without the need for remediation. Academic attainment may be demonstrated by successfully fulfilling state requirements and/or by achieving other nationally-recognized credentials as required by employers for a particular career field.

The alignment section of the document shows where the performance indicators support the Idaho Academic Content Standards in Science (based on the Next Generation Science Standards) and the English Language Arts and Mathematics (based on the Common Core State Standards). Where correlation with an academic content standard exists, students in the program perform learning activities that support, either directly or indirectly, achievement of the academic content standards that are listed.

To further the development of leadership and technical skills, students have opportunities to participate in one or more Career and Technical Student Organizations (CTSOs). CTSOs develop character, citizenship, and the technical, leadership and teamwork skills essential for the workforce and their further education. Their activities are considered a part of the instructional day when they are directly related to the competencies and objectives in the course. The seven approved Idaho CTSOs are: DECA; BPA (Business Professionals of America); FCCLA (Family, Career, and Community Leaders of America); FFA; HOSA (Future Health Professionals); SkillsUSA; and TSA (Technology Student Association).

CONTENT STANDARD 1.0: DEMONSTRATE WORKPLACE SKILLS FOR CAREER READINESS	
PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE SKILLS	
1.1.1	Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand
1.1.2	Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability
1.1.3	Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed
1.1.4	Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace
1.1.5	Demonstrate diversity awareness by working well with all customers and co-workers
1.1.6	Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues
1.1.7	Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative
PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS	
1.2.1	Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions
1.2.2	Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly
1.2.3	Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks
1.2.4	Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health
1.2.5	Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace
1.2.6	Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills
1.2.7	Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion
1.2.8	Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work
1.2.9	Demonstrate mathematical skills by using mathematical reasoning to accomplish tasks

1.2.10	Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service
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PERFORMANCE STANDARD 1.3 DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS	
1.3.1	Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner
1.3.2	Demonstrate proficiency with information technology by using computers, file management techniques, and software/programs effectively
1.3.3	Demonstrate proper Internet use and security by using the Internet appropriately for work
1.3.4	Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications

**DEFINITIONS AND INSTRUCTIONAL STRATEGIES FOR
WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
PERFORMANCE STANDARD 1.1: DEMONSTRATE PERSONAL QUALITIES AND PEOPLE
SKILLS**

Performance Indicators	Definitions and Instructional Strategies
1.1.1	<p>Demonstrate a positive work ethic by coming to work every day on time, a willingness to take direction, and motivation to accomplish the task at hand</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Maintaining punctual and consistent attendance (e.g., accounting for hours worked, arriving on time for work or appointments). • Taking direction willingly (e.g., using active listening techniques, approaching the assigned task with motivation). • Exhibiting motivation to accomplish the task at hand (e.g., remaining on task, working independently, completing the task efficiently, being a self-directed learner). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define positive work ethic. • Calculate daily/weekly time sheets. • Identify employee traits desired by employers. • Identify and practice active listening techniques. • Role-play an employer or employee that exemplifies good work ethic.
1.1.2	<p>Demonstrate integrity by abiding by workplace policies and laws and demonstrating honesty and reliability</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Identifying and abiding by laws and workplace policies (e.g., using personal and sick leave only when necessary, understanding harassment and discrimination policies). • Respecting the property of the employer and co-workers. • Identifying how one’s actions and behavior can have far-reaching effects (e.g., personal behavior affects others nearby; business decisions can have global implications or impact the environment). • Exhibiting honesty and reliability. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define integrity. • Review samples of human resource policies. • Investigate common employer-personnel issues. • Differentiate between honest and reliability.

<p>1.1.3</p>	<p>Demonstrate teamwork skills by contributing to the success of the team, assisting others, and requesting help when needed Demonstration may include:</p> <ul style="list-style-type: none"> • Contributing to the success of the team (e.g., brainstorming solutions, volunteering, collaborating, compromising, valuing individual contributions, performing in accordance with the assigned role). • Assisting others (E.g., supporting team members and leaders, taking initiative). • Requesting help when needed (e.g., asking questions after consulting manuals on policies and procedures, knowing when to seek help from co-workers and supervisors). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define teamwork. • Interpret the critical skills exhibited by effective team members. • Compare and contrast the various roles of team members. • Participate in team projects to practice communication skills.
<p>1.1.4</p>	<p>Demonstrate positive self-representation skills by dressing appropriately and using language and manners suitable for the workplace Demonstration may include:</p> <ul style="list-style-type: none"> • Dressing appropriately (e.g., adhering to professional rather than personal standards, following dress code). • Maintaining personal hygiene. • Using language and manners suitable for the workplace (e.g., adhering to respectful, polite and professional practices). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Research the values of dressing appropriately for a variety of settings including school and business. • Compare and contrast workplace dress versus personal dress. • Analyze different body languages to understand the messages they send. • Practice professional business etiquette and communications.
<p>1.1.5</p>	<p>Demonstrate diversity awareness by working well with all customers and co-workers Demonstration may include:</p> <ul style="list-style-type: none"> • Working in a respectful and friendly manner with all customers and co-workers (e.g., treating all with the same degree of professional respect) regardless of national origin, race, appearance, religion, gender, disability, or age. • Respecting cultural differences encountered in the workplace. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define diversity. • Summarize the Civil Rights Act of 1964 and the American with Disabilities Act of 1990. • Explain the importance of cultural awareness in the global market. • Identify cultural differences that affect communication (e.g., hand gestures, body language, and customs).

<p>1.1.6</p>	<p>Demonstrate conflict-resolution skills by negotiating diplomatic solutions to interpersonal and workplace issues</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Negotiating diplomatic solutions to interpersonal conflicts in the workplace (e.g., personality issues, cultural difference issues, disagreements over how to handle work projects, performance issues). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify different types of conflicts. • Identify various viewpoints of an issue in order to encourage sensitivity and to resolve conflicts. • Introduce a problem-solving procedure and role play various conflict scenarios.
<p>1.1.7</p>	<p>Demonstrate creativity and resourcefulness by contributing new ideas and working with initiative</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Contributing new and innovative ideas (e.g., for improving products and procedures). • Displaying initiative readily, independently, and responsibly. • Dealing skillfully and promptly with new situations and obstacles. • Developing operation policies and procedures that use resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define creativity and creative thinking. • Research great inventors. • Analyze a problem, brainstorm solutions, and identify a solution. • Create a futuristic product.

PERFORMANCE STANDARD 1.2: DEMONSTRATE PROFESSIONAL KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.2.1	<p>Demonstrate effective speaking and listening skills by communicating effectively with customers and employees and following directions</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Communicating effectively with customers and co-workers (e.g., understanding the role of nonverbal communication, avoiding the use of slang, being pleasant and helpful, and utilizing an appropriate medium for conveying messages with dignity and respect). • Exhibiting public and group speaking skills. • Comprehending details and following directions. • Repeating directions or requests to ensure understanding (e.g., practicing active listening). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define effective communication. • Participate in group discussions and oral presentations. • Compare and contrast the speaker’s verbal and nonverbal messages. • Practice active listening.
1.2.2	<p>Demonstrate effective reading and writing skills by reading and interpreting workplace documents and writing clearly</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Reading and correctly interpreting workplace documents (e.g., instructional manuals, work orders, invoices, memorandums). • Writing clear, correct language, appropriate to audience. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Utilize instructional manuals to solve a problem. • Interpret and complete work orders, invoices, and other workplace documents. • Create technical reports.
1.2.3	<p>Demonstrate critical-thinking and problem-solving skills by analyzing and resolving problems that arise in completing assigned tasks</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Recognizing, analyzing, and solving problems that arise in completing assigned tasks. • Identifying resources that may help solve a specific problem. • Using a logical approach to make decisions and solve problems. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Define critical-thinking and problem-solving skills. • Analyze a problem and predict a solution. • Utilize a problem-solving procedure to solve a problem.

<p>1.2.4</p>	<p>Demonstrate healthy behaviors and safety skills by following safety guidelines and managing personal health Demonstration may include:</p> <ul style="list-style-type: none"> • Managing personal health (e.g., setting short-, medium-, and long-term physical fitness goals; eating non- or minimally-processed foods). • Following safety guidelines (e.g., adhering to Occupational Safety and Health Administration [OSHA] standards and instructor and manufacture guidelines). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Explain importance/impact of personal health as it relates to employment and work. • Create goals to promote health behaviors. • Design a chart that illustrates safety guidelines. • Pass a safety test.
<p>1.2.5</p>	<p>Demonstrate understanding of workplace organizations, systems, and climates by identifying “big picture” issues and fulfilling the mission of the workplace Demonstration may include:</p> <ul style="list-style-type: none"> • Identifying “big picture” issues and goals (e.g., the organization’s structure, culture, policies, and procedures, as well as its role and status within the industry, economy, and community). • Acknowledging the economic, political, and social relationships that impact multiple levels of an organization (e.g., local, national, international). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Investigate corporate visions and identify their importance. • Illustrate the hierarchy of a company. • Define vision and mission statements. • Develop a business concept and its vision and mission statements.
<p>1.2.6</p>	<p>Demonstrate lifelong-learning skills by continually acquiring new industry-related information and improving professional skills Demonstration may include:</p> <ul style="list-style-type: none"> • Continually acquiring new industry-related knowledge. • Improving professional skills to stay current in the field and promote personal advancement. • Seeking education and experiences that enhance personal growth. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Describe the relationship of lifelong learning to financial success. • Develop an educational/career plan. • Create a portfolio.

<p>1.2.7</p>	<p>Demonstrate job acquisition and advancement skills by preparing to apply for a job and seeking promotion Demonstration may include:</p> <ul style="list-style-type: none"> • Preparing to apply for a job (e.g., complete personal aptitude and interest inventories, performing a job search, developing a résumé, preparing for an interview). • Identifying steps for seeking promotion (e.g., taking advantage of professional development opportunities, offering to accept additional assignments, learning new skills, understanding the benefits of mentor relationships). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Utilize different media sources to perform job searches. • Practice job interview skills. • Develop a résumé. • Complete a job application.
<p>1.2.8</p>	<p>Demonstrate time, task, and resource management skills by organizing and implementing a productive plan of work Demonstration may include:</p> <ul style="list-style-type: none"> • Organizing and implementing a productive plan of work (e.g., setting and meeting short-, medium-, and long-term professional goals). • Working efficiently to make the best use of time. • Managing personnel to capitalize on their strengths while respecting professional desires. • Maintaining equipment to ensure longevity and efficiency. • Using resources in a sustainable manner. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Develop a plan of work to reach identified goals. • Develop and utilize a time-management plan. • Describe the importance of using natural resources effectively.
<p>1.2.9</p>	<p>Demonstrate mathematics skills by using mathematical reasoning to accomplish tasks Demonstration may include:</p> <ul style="list-style-type: none"> • Using mathematical reasoning and processes to accomplish job-specific tasks (e.g., using geometry and algebra to predict required supplies for a construction job, using computer mathematics to create a programming algorithm). • Making calculations related to personal finance (e.g., wage rates, paycheck deductions, taxes). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Estimate manufacturing, repair of food costs. • Prepare a small business budget. • Calculate wage rates, paycheck deductions, and taxes.
<p>1.2.10</p>	<p>Demonstrate customer service skills by identifying and addressing the needs of all customers and providing helpful, courteous, and knowledgeable service Demonstration may include:</p> <ul style="list-style-type: none"> • Addressing the needs of all customers (e.g., proactively engaging customers until they are satisfied). • Providing helpful, courteous, and knowledgeable service (e.g., displaying a positive attitude, treating all customers with the same degree of profession respect, sharing information and knowledge honestly and forthrightly). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the importance of internal and external customer service. • Explain the importance of achieving and maintaining customer satisfaction. • Role play good customer service.

PERFORMANCE STANDARD 1.3: DEMONSTRATE TECHNOLOGY KNOWLEDGE AND SKILLS

Performance Indicators	Definitions and Instructional Strategies
1.3.1	<p>Demonstrate proficiency with job-specific technologies by selecting and safely using technological resources to accomplish work responsibilities in a productive manner</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Demonstration includes selecting and safely using technological resources (e.g., equipment, machines, tools, electronics) to accomplish work efficiently and productively, while considering environmental impacts of such technologies. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate tools to accomplish a task. • Describe safety procedures. • Identify local and federal regulations that affect safety and equipment.
1.3.2	<p>Demonstrate proficiency with information technology by using computers, file management techniques and software/programs effectively</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Working with hardware, file-management techniques, and IT software/programs effectively on various operating systems. • Working with equipment and software specific to occupation. • Seeking additional technology to improve work processes and products. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate use of various software tools. • Utilize presentation software to communicate ideas to a group. • Utilize word processing software to produce workplace documents. • Utilize spreadsheet software to create meaningful workplace records.
1.3.3	<p>Demonstrate proper Internet use and security by using the Internet appropriately for work</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Using the Internet efficiently and ethically for work. • Identifying the risks of posting personal and work information on the Internet (e.g., on social networking sites, job search sites). • Taking measures to avoid Internet security risks (e.g., viruses, malware). <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Review Internet use policies. • Define and describe risks associated with improper Internet use. • Compare and contrast the risks and benefits of social media sites. • Research laws and regulations associated with Internet content (e.g., copyright laws).

<p>1.3.4</p>	<p>Demonstrate proficiency with telecommunications by selecting and using appropriate devices, services, and applications</p> <p>Demonstration may include:</p> <ul style="list-style-type: none"> • Selecting and using telecommunications devices (e.g., portable digital assistants, smart devices, cellular phones), services (e.g., digital subscriber line, cellular network, cable, Internet), and Web-based applications (e.g., Webmail, social networking, online auctions, wikis) appropriate to work assignments. <p>Instructional strategies may include:</p> <ul style="list-style-type: none"> • Identify the appropriate usage of various devices in the workplace. • Create a timeline of the evolution of telecommunications. • Explain workplace uses of Web-based applications. • Describe the effectiveness and impact of telecommunications resources.
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**CORRELATION AND ALIGNMENTS OF WORKPLACE SKILLS
FOR CAREER READINESS STANDARDS AND THE IDAHO
CORE STANDARDS
AND THE IDAHO SCIENCE STANDARDS**

CORRELATION

The correlation of the Workplace Skills for Career Readiness Standards shows links to the Idaho Core Standards for English Language Arts; the Idaho Core Standards for History/Social Studies, Science, and Technical Subjects; and the Idaho Core Standards for Mathematics. The correlation identifies the performance indicators in which the learning objectives in the Workplace Skills for Career Readiness Standards support academic learning. The performance indicators are grouped according to their content standard and are aligned to the English Language Arts; History/Social Studies, Science, and Technical Subjects; and Mathematics Idaho Core Standards.

ALIGNMENTS

In addition to correlation with the Idaho Core Standards for Mathematics, many performance indicators support the Idaho Core Standards Mathematical Practices. The following table illustrates the alignment of the Workplace Skills of Career Readiness Standards Performance Indicators and the Idaho Core Standards Mathematical Practices. This alignment identifies the performance indicators in which the learning objectives in the Employability Skills for Career Readiness Standards support academic learning.

**CORRELATION OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS AND IDAHO SCIENCE STANDARDS**

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.1.2	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u> RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics
1.1.3	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.4	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed
1.1.5	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed

	<p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
1.1.6	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>SL.11-12.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>
1.2.1	<p><u>English Language Arts: Speaking and Listening Standards</u></p> <p>SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>

Performance Indicators	Idaho Core Standards and Idaho Science Standards
1.2.2	<p><u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u></p> <p>RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p><u>English Language Arts: Writing Standards</u></p> <p>W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>

	W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	W.11-12.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
1.2.3	<u>English Language Arts: Writing Standards</u>	
	W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.2.5	<u>English Language Arts: Reading Standards for Literacy in Science and Technical Subjects</u>	
	RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (E.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
	RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
1.2.8	<u>English Language Arts: Writing Standards for Literacy in Science and Technical Subjects</u>	
	WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.2.10	<u>English Language Arts: Speaking and Listening Standards</u>	
	SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on one, in groups, and teacher-led) with diverse partners on grades 11-12 topics texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)

Performance Indicators	Idaho Core Standards and Idaho Science Standards	
1.3.1	English Language SL.11-12.4	<u>Arts: Speaking and Listening Standards</u>
		Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.)
	English Language ST.11-12.5	<u>Arts: Reading Standards for Literacy in Science and Technical Subjects</u>
		Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	RST.11-12.6	Analyze the author’s purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
1.3.4	<u>English Language Arts: Speaking and Listening Standards</u> SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	

**ALIGNMENT OF WORKPLACE SKILLS FOR CAREER READINESS STANDARDS
AND THE IDAHO CORE STANDARDS MATHEMATICAL PRACTICES**

Idaho Core Standards Mathematical Practices	Employability Skills for Career Readiness Performance Indicators
1. Make sense of problems and persevere in solving them.	1.1.7 1.2.3, 1.2.8, 1.2.9
2. Reason abstractly and quantitatively.	1.1.7 1.2.3, 1.2.15, 1.2.8, 1.2.9
3. Construct viable arguments and critique the reasoning of others.	1.1.7 1.2.3, 1.2.8
4. Model with mathematics.	1.2.9
5. Use appropriate tools strategically.	1.2.3, 1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
6. Attend to precision.	1.2.8, 1.2.9, 1.2.10 1.3.1, 1.3.2, 1.3.3, 1.3.4
7. Look for and make use of structure	1.1.6, 1.1.7 1.2.5, 1.2.9
8. Look for and express regularity in repeated reasoning.	1.2.9

F7: Course Descriptions

In our years of experience as the site administrator/teacher, and academic counselor at the Booth Marian Pritchett School, we found that curriculum which engages students' interest and is relevant to their lives in the present moment and offers the best chance for academic success. In researching and choosing curricula for Cardinal Academy, we looked for curricula that are research-based, rigorous, and relevant for students. For example, for the English Language Arts, Biology, and Physical Science curriculum, we found that the Baltimore County Public Schools curriculum aligns with Idaho State Standards, and is developed based on research and best practices. At-risk students need curriculum and lessons that connect the learning to their life situations. The first objective of the BCPS curriculum is, "Research and develop curricular and instructional programs that provide for active and engaging learning for all students in all content areas."

The American government curriculum we will utilize is the evidence-based iCivics curriculum developed by former U.S. Supreme Court Justice Sandra Day O'Connor. iCivics works with university partners, such as Baylor, Tufts, and Arizona State Universities to conduct studies using the iCivics curriculum to provide evidence-based results and feedback that informs their continual curriculum writing and revision.

With the math curriculum, again, we chose a curriculum that is researched-based, rigorous, and relevant. The developers of the College Preparatory Mathematics curriculum started with a guiding principle that "the primary goal of teaching mathematics should be long-term knowledge." With that in mind, they researched and synthesized their findings in the article, *Synthesis of research that supports the principles of the CPM Educational Program*. Three fundamental principles emerged from their research: "(1) Initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher; (2) Integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea; and (3) Long-term retention and transfer of knowledge is best supported by spaced practice or spiraling." Students enrolled in Cardinal Academy CPM math courses will not be "told a method," rather they will be "asked to solve problems." CPM math utilizes spaced practice and spiraling, and students sometimes work individually, but mostly with their peers to solve problems embedded in real-life scenarios. In their article summary, the developers state that in both individualized and random studies, they found a concept that repeatedly emerged: that social interaction increases the ability to learn ideas. With real-life scenarios and working in teams to solve problems using math, Cardinal Academy students will understand the relevance of mathematics in their lives and career choices as well as learning the skills of problem solving and collaborating.

These are three examples of curriculum that we have researched and chosen to utilize at Cardinal Academy. They were chosen because they offer researched-based concepts, principles, and pedagogy, and rigor, and relevance in order to fully engage our at-risk students.

Literature and Humanities

Cardinal Academy will **offer 8 credits of English Language Arts**, and will utilize the Baltimore County Public Schools curriculum. This curriculum aligns with Idaho State Standards. It is guided by essential questions and provides end of unit and end of course assessments. The curriculum makes meaningful, relevant connections between the literature and students' contemporary lives, engaging them and immersing them in literary study that they perceive as interesting.

First year literary structure, style, and universal themes will be accessed through diverse and varied sources. For example, in studying Homer's *The Odyssey*, students explore the themes of importance of home, loyalty, the dangers of temptation, and how the human experience is universal to us all. Building on these themes, and through essential questions, themes of identity and home and how the characters in the literature convey those ideas are explored. Students will analyze, interpret, and write about their thinking in essay format. In addition, cultural, social, geographical, and historical context will be analyzed and compared with contemporary issues for students to make meaningful, relevant connections to their studies.

Second year students will read and analyze the structure of diverse and varied assigned texts. The focus in this year is on the development of an author's point of view through the use of discourse and argument and how the author's choices affect the purpose, meaning, and style of the literature or other text. Universal themes and conflict will also be examined. On AP exams this is referred to as "the meaning of the work as a whole."

Third year students will read and explore American Literature that connects with United States history, past and contemporary, a collection of texts with the overall theme of the American Story. Students will identify and analyze authors' central ideas, text structure, satire, sarcasm, irony, understatement, and point-of-view. The culminating event is a student-created literary work on the themes, ideas, and evolution of a segment of the American population, for example, being a teen parent and how that fits into the American Dream. The curriculum begins with a unit on American Youth, capturing the interest of students and making relevant connections to their own lives.

Fourth year students will explore contemporary themes. Students will study how authors develop ideas, use examples and data to support those ideas, and determine the structural choices of the author. Opportunities will be provided to read, analyze, and write about the texts, while sharpening presentation, speaking, and listening skills with their peers. Contemporary themes capture the interest of students encouraging real meaning and connection to their lives with literature. Students will develop and conduct inquiry-based projects using their knowledge of how authors develop and support their ideas, producing a written argument that demonstrates discourse about the chosen topic. Students will also produce a proper works cited page and cite sources within the text. Emphasis will be on self-direction throughout the process of research and writing. A unit on college and career readiness will step students through to completion of

personalized goals e.g., writing resumes, college applications and scholarship essays. Students will complete their senior project.

Cardinal Academy will offer **at least 7 credits of the core Social Studies courses** including American Government, U.S. History I and II, and Economics.

American Government is a two credit, two-semester course utilizing the evidence-based iCivics curriculum developed by the former U.S. Supreme Court Justice Sandra Day O'Connor. The proven resource covers the foundation and evolution of the American political system, types and functions of government, relationship between the federal government and American Indian Tribal Nations, branches of government, the history of the U.S. Constitution and the principles embedded therein, civil rights and liberties, influencing our government, elections, state and local government and citizenship. iCivics curriculum is Idaho State Standards aligned and offers high quality digital resources that are easily adapted and differentiated for at-risk learners in the classroom. The lessons are active and engaging, including civic problem solving games, and engender conversations about current events in politics, encouraging teamwork and cooperative learning. In her article, which was published in the *Journal of Community Engagement and Higher Education*, entitled *Using Games to Solve Real-World Civic Problems: Early Insights and Design Principles*, Karen Schrier of Marist College stated that more of these civic problem solving games should be designed and implemented “to engage youth in civic learning, action, and participation.

Cardinal Academy will offer **a one credit, one-semester Economic course** using the JA **Economics** curriculum. As described on the Junior Achievement website, “*JA Economics examines the fundamental concepts of micro- and macro- economics by having students explore the basic characteristics of the U.S. economic system, and how economic principles influence business decisions. It also introduces students to career opportunities, consumer issues, and helps reinforce important academic and leadership skills which include research and data analysis, problem solving, and critical thinking.*” Many of our students live independently and need hands-on valuable economic education and information to live productively. Designed for high school students, JA Economics takes a real-life approach to economics, connecting the dots between what students learn in school and the “business of life”- work, reading, entrepreneurship, and financial literacy.

Two semesters of both US History I and US History II will be offered. Coursework will cover the historical, cultural, social, political and economic development of the United States. US History I consists of the study of the people and civilizations in the Americas prior to European contact through Reconstruction. US History II considers the time of industry and innovation from 1870 to the present day. The New Visions for Public School US History Curriculum, this plan of study incorporates the Idaho State Standards. History class is enriched by the essential and supporting questions with students seeking answers using primary source documents and analysis, geographical context, vocabulary activities, and Close Readings, e.g., George Washington’s Farewell Address, the 19th Amendment, and public service announcements during the Cold War. This rich curriculum integrates reputable online sources into materials that provide

students an opportunity to improve literacy skills by focusing on thinking critically while reading, writing, and speaking like historians.

Speech. This Idaho State Standards aligned course will include the rigor and relevance of skills such as listening, effective communication, presentation, public speaking, and communicating in group settings. Students will learn to produce clear and coherent writing, considering the purpose, audience and task in both speaking and writing.

The **health** and **humanities** courses at Cardinal Academy will be online offerings overseen and with academic support from a certified teacher.

Math and Science

At least 6 credits of core Math classes will be offered including Idaho State Standards aligned Algebra, Geometry, and either Algebra II or other more advanced Pre-Calculus or Calculus senior year. Cardinal Academy plans to use the student-centered, problem-based College Preparatory Math (CPM) curriculum. The instructional materials emphasize students working in small groups or pairs to combine efforts in solving real-life scenarios with math problem solving. The course balances procedural fluency (algorithms and basic skills), deep conceptual understanding, strategic competence (problem solving), and adaptive reasoning (application and extension). Spaced practice and spiraling is utilized for long-term knowledge. The curriculum is organized so that the core ideas are developed in depth in order to be thoroughly mastered and applied to the theme-problem..

Cardinal Academy will offer **6 credits in Science** which will include Physical Science, Biology and Environmental Science. The science courses will be lab and inquiry-based with emphasis on projects, observations and investigation in the classroom and field studies. Students answer a central question for themselves, discovering learning through a series of guided discussions, experiments, and hands-on activities over several class periods. Teachers find that students are more engaged in what they are learning and have a wider context for understanding the material rather than just hearing a lecture or memorizing facts.

Biology is a two credit, two semester course which covers cells, evolution, ecology, and genetics with a real-world view. Cardinal Academy will utilize the Baltimore County Public Schools curriculum for Biology/Living Systems, aligned with Idaho Science Standards allowing the student to build upon their scientific foundational knowledge and understanding. Each unit incorporates a culminating project as the final assessment in which students research a topic, synthesize their research and apply and demonstrate what they know. This assessment is active, employs higher order thinking in accordance with Bloom's taxonomy by having students apply, demonstrate, synthesize, analyze and evaluate.

Physical Science is a two credit, two semester course covering atomic structure, matter, energy, motion, mass, force and acceleration. Cardinal Academy will utilize the Baltimore County Public Schools curriculum, aligned with Idaho Science Standards, allowing the student to build upon their scientific foundational knowledge and understanding. The course is interactive and hands-on and using real-life examples such as fireworks and Powering the World. The

culminating assessment utilizes a Capstone project in which students will apply and demonstrate learning after researching, creating, and presenting a proposal.

Environmental Science is a two credit, two semester course utilizing the Columbus City Schools curriculum, aligned with Idaho Science Standards. Environmental Science incorporates biology, chemistry, physics, physical geology and introduces students to key concepts, principals and theories within environmental science. Investigations are used in this course to explain and understand the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. This plan of study includes inquiry-based laboratory experiences that engage students in asking valid scientific questions and gathering and analyzing information.

Electives

Cardinal Academy students will need to complete **at least 17 elective credits**. Through the new programs under the Idaho Division of Career Technical Education, the school will offer several electives in **Business Education** and **Family and Consumer Science**. The CTE teachers and school leaders will collaborate with industry experts to form a technical advisory committee and student professional organizations such as BPA and FCCLA. Many of the courses offer dual college credit.

The FCS and Resilience and Well-being courses will provide students with valuable life skills and pregnancy and parenting knowledge giving them the foundation of adult life. These are essential skills to success in transitioning into college and career. Many freshmen at college do not succeed, not necessarily because of their academics, but because they didn't know how to manage a debit account or they didn't have the ability to persevere in the face of new challenges. These courses are providing our students with life-long practical knowledge and skills that will be used in daily life as well as to succeed in college and career.

Business education offerings are critical in developing students' computer knowledge and skills, as well as preparing them for career, college and personal use. Additionally, the elective choices are centered on empowering teens and young adults to make informed personal financial decisions, while providing practical, real-life connections to our students' lives and increasing relevance and meaning for them. A foundation in Business Education can lead to several of the "Idaho Hot Jobs 2014-2024" according to the Idaho Department of Labor's "Hot Job" publication: <https://labor.idaho.gov/publications/hotjobs.pdf>.

Computer Applications

1 credit

This course will develop students' computer knowledge and skills preparing them for career and college as well as personal use. The course will include MicroSoft Office and Google Applications. Students will generate letters, tables, spreadsheets, databases, brochures, and multi-page documents. Students will learn about computer parts and terms. Cardinal Academy will utilize the Lower Dauphin School District's curriculum for the Computer Applications course.

Personal Business Finance

1 credit **(College credit may be available)**

This course is centered on empowering teens and young adults to make informed personal financial decisions. The course will cover money management, credit use and abuse, borrowing, saving, earning, investing, online banking, financial services and institutions, and insurance. Cardinal Academy will use the High School Finance Planning Program curriculum. This curriculum is standards-aligned with online resources available to schools. The course provides practical, real-life applications making connections to our students' lives and increasing relevance and meaning for them.

Bookkeeping/Accounting

1 credit **(College credit may be available)**

The students will learn the basics of bookkeeping that include the accounting equation, accounts payable, accounts receivable, payroll, purchasing, inventory, budgets. It will also include the controls and records management. These skills can be used in a small company that has an in-house bookkeeper and outsources accounting or as part of an accounting department of a larger company or corporation.

Foundations in Marketing

1 credit **(College credit may be available)**

This course covers the basic principles of marketing including promotion, branding, selling, distribution, price strategies, and market research, providing a substantial foundation for students who want to study marketing. Students will learn skills that transfer to real-life situations through problem-based learning. The course also covers marketing as a career. Cardinal Academy will utilize the curriculum of the Technical and Career Partnership of New Jersey. It is aligned with the Common Core Standards, provides online resources, and hands-on, real-life marketing activities. The curriculum emphasizes creative and critical thinking skills consistent with Cardinal Academy's integrated skills-based learning. The curriculum also provides options in assessment including mini-project based assessment and traditional summative written test.

Entrepreneurship

1 credit **(College credit may be available)**

This course develops and inspires students' entrepreneurial mindset by first learning basic knowledge through creating, developing, launching, marketing, and managing their own business. The course extensively uses technology in researching, writing, data representation and presentation. Students develop and work with a team (cooperative learning) just as is done in a real business. As students engage with their teams, they will also understand their own capabilities and strengths that they bring to the team. Cardinal Academy will utilize the Park Hill School District curriculum for its engaging, experiential methods as well as their real-world approach connecting students' lives with the course and real life. Students will also be creating, problem solving, decision making, researching, and working with team members, all higher order thinking skills and connects to our integrated skills-based learning.

Family and Consumer Science courses such as Healthy Living, Healthy World, Adult Living I and II, Nutrition & Foods, Parenting and Child Development, Early Childhood Professions I and II, and Education Assistant I and II may be offered. These courses help students to be successful in today's world, while finding success in work-life balance and family relationships which impact career productivity and success.

Healthy Living, Healthy World

1 credit

This course focuses on how our daily lives affect the environment and the Three Pillars of Sustainability. Students will recognize how their choices on housing, transportation, food, and waste management, water and energy consumption impact both their near environment and global well being. Sustainable career choices as well as community connections are an integral part of this curriculum. This course focuses on the roles and responsibilities of the student as a global citizen and consumer of finite resources. FCCLA leadership activities are strongly tied to this course. This class leads to the Family & Consumer Science programs at the high school level. STEM education is embedded in all class projects.

Parenting & Child Development

1-2 credits

(College credit may be available)

This course emphasizes parenting choices and parenting decisions. Content includes pregnancy stages of prenatal development and the physical, intellectual, social and emotional development of the infant and young child. This course is designed to strengthen parenting and guidance skills, positive family relationships, safety and health practices. Students will learn to evaluate child care services and to explore careers related to young children. Students will have hands-on experience working with young children.

Early Childhood Professions I

2 credits

(College credit may be available)

This course is designed to prepare students for employment in entry level positions in the field of early childhood care, education and related services or for further education in early childhood professions. Learning experiences target employability skills, standards and laws, as well as management in early childhood professions. Child development and guidance, health and safety, nutrition and on-the-job training are also emphasized throughout the program. Students will be placed at a local preschool and will have weekly related assignments to develop an early childhood portfolio. Must successfully complete Parenting and Child Development as a prerequisite.

Early Childhood Professions II

2-4 credits

(College credit may be available)

Early Childhood Professions primary focus is hands-on, offsite early child development experiences in the field of early childhood care, education and related services or for further education in early childhood professions. Experiences include: Program planning and

management, resource and facility management, supervising recreational and play activities, preparing and implementing a large variety of learning experiences for children, the application of individual teaching skills and preparation for a career and/or entrepreneurial opportunities. Students will be placed at a worksite and will have independent learning activities to complete. Students must complete a related FCCLA project that positively impacts children and/or helps prepare the student for a career in this arena. **Students must provide their own transportation.**

Adult Living I

1 credit

Students will acquire knowledge and skills necessary for fulfilling leadership roles in individual and family life. Students will study balancing work life and family life, interpersonal and family relationships, lifestyles, effective communication strategies, decision-making skills, managing financial resources, nutrition, food management, meal planning and preparation.

Adult Living II

1 credit

Students will focus on lifestyles, lifecycles, family roles, family relationships, parenting issues and concerns. Students will study management techniques for life, dealing with home, family and work.

Education Assistant

4 credits

(College credit may be available)

The course is designed to prepare individuals to: Demonstrate professionalism, critically contemplate teaching as a possible career choice and organize and lead activities for children that stimulate physical, emotional, intellectual and social growth. Students are required to participate in FCCLA. This will include attending FCCLA District convention and/or FCCLA Cluster and/or Star Events. **Students must provide their own transportation.**

Advanced Education Assistant

4 credits

(College credit may be available)

Advanced Education Assistant allows the student to further explore the field of education as a potential career. Students will participate as “Enrichment Room” tutors in designated elementary schools. Students will: Demonstrate professionalism, critically contemplate teaching as a possible career choice, organize and lead activities that stimulate physical, emotional, intellectual and social growth and participate as a tutor. **Students must provide their own transportation.**

Nutrition and Foods

1 credit

Nutrition and Foods is designed to emphasize nutrition, consumer skills and food preparation. The diet, health link and cultural heritage broadens the students’ understanding of the impact food has on their lives. Career options in nutrition related fields are also discussed. Content emphasis includes food safety and sanitation, food preparation techniques, meal management skills and application of food science principles.

Other electives

Resilience and Well-being

2 credits

Cardinal Academy is decisively affecting two generations: our students, and their child(ren), who will become students in the near future. The Resilience and Well-Being course study includes classes that instruct students on healthy pregnancy for a healthy outcome, food and nutrition for mom, baby and family, and current information and skills with regard to parenting and child development. Students will learn about resilience-building and grit for themselves and their and how to develop a growth mindset (Carol Dweck). Students will learn techniques for self-regulation through mindfulness and meditation. Students will explore vulnerability (Brene Brown). Students will understand brain development and who trauma impacts the brain. This course will also explore healthy relationships and communication.

Physical Education

1-2 credits

Students will receive in-depth instruction in a variety of physical activities that will allow the student to feel successful in accomplishing physical skills and personal fitness. Emphasis will be on the value of integrating physical activity and fitness into the student's lifestyle. The goal for the students will be to acquire the knowledge and skill to implement a personal fitness program that will help ensure a lifetime of wellness.

Work-based Learning Experience/Individual Occupational Training

2-4 credits

Students will explore employment skills, stress management, anger management, human relations and dressing for success. Students will reflect on individual personal career development while exploring goals, values and ethics related to career success. Students will have a once weekly seminar and will report hours to their instructor. **Students must provide their own transportation.**

F8. Sample Block Schedule

Sample Block Schedule - Cardinal Academy

Monday/Wednesday - "A" Day

Tuesday/Thursday - "B" Day

Friday - Alternates "A"/"B" every other week

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 9:00 - 10:30					
Break 10:30 - 10:40					
Period 2 10:40 - 12:10					
Lunch 12:10 - 12:50					
Period 3 12:50 - 2:20					
Break 2:20 - 2:30					
Period 4 2:30 - 4:00					

Appendix F9: Demographic Data Verification from CDC WONDER Database

Figure 1:

From page 3: From CDC WONDER Database: Number of mothers, ages 15-19 and 20-24 in Ada County, ID who **did not have a high school diploma** at the time they gave birth, years 2014-2018.

Natality, 2007-2018 Results

Request Form Results Map Chart About

Natality Information Dataset Documentation Other Data Access Help for Results Printing Tips Help with Exports Save Export Reset

Quick Options More Options Top Notes Citation Query Criteria

Messages:

- Totals are not available for these results due to suppression constraints. More Information.
- Rows with suppressed Births are hidden. Use Quick Options above to show suppressed rows.

State	County	Age of Mother 9	Year	Births
Idaho (16)	Ada County, ID (16001)	15-19 years	2014	83
Idaho (16)	Ada County, ID (16001)	15-19 years	2015	88
Idaho (16)	Ada County, ID (16001)	15-19 years	2016	81
Idaho (16)	Ada County, ID (16001)	15-19 years	2017	81
Idaho (16)	Ada County, ID (16001)	15-19 years	2018	72
Idaho (16)	Ada County, ID (16001)	20-24 years	2014	120
Idaho (16)	Ada County, ID (16001)	20-24 years	2015	105
Idaho (16)	Ada County, ID (16001)	20-24 years	2016	108
Idaho (16)	Ada County, ID (16001)	20-24 years	2017	113
Idaho (16)	Ada County, ID (16001)	20-24 years	2018	103
Idaho (16)	Ada County, ID (16001)	25-29 years	2014	101
Idaho (16)	Ada County, ID (16001)	25-29 years	2015	85
Idaho (16)	Ada County, ID (16001)	25-29 years	2016	71
Idaho (16)	Ada County, ID (16001)	25-29 years	2017	98
Idaho (16)	Ada County, ID (16001)	25-29 years	2018	97
Idaho (16)	Ada County, ID (16001)	30-34 years	2014	69
Idaho (16)	Ada County, ID (16001)	30-34 years	2015	55
Idaho (16)	Ada County, ID (16001)	30-34 years	2016	86

Figure 2:

From page 37: From CDC WONDER Database: Number of mothers, ages 15-19 in Ada County, ID who gave birth, years 2014-2018.

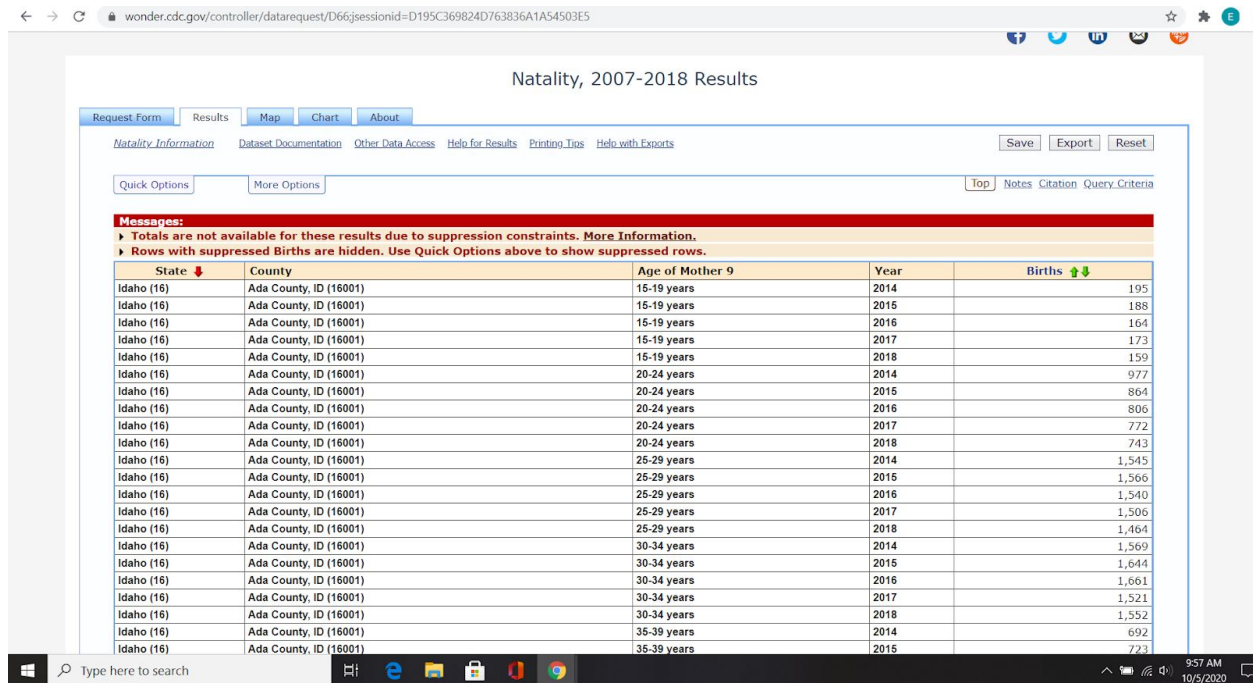


Figure 3:

Idaho Teen Fertility Rate (Per 1,000) and Idaho Population (Millions). While the fertility rate of Idaho has dropped .73% over 5 years, the population of Idaho has climbed 7%.

Idaho Teen Fertility Rate (Per 1,000) and Idaho Population (Millions)

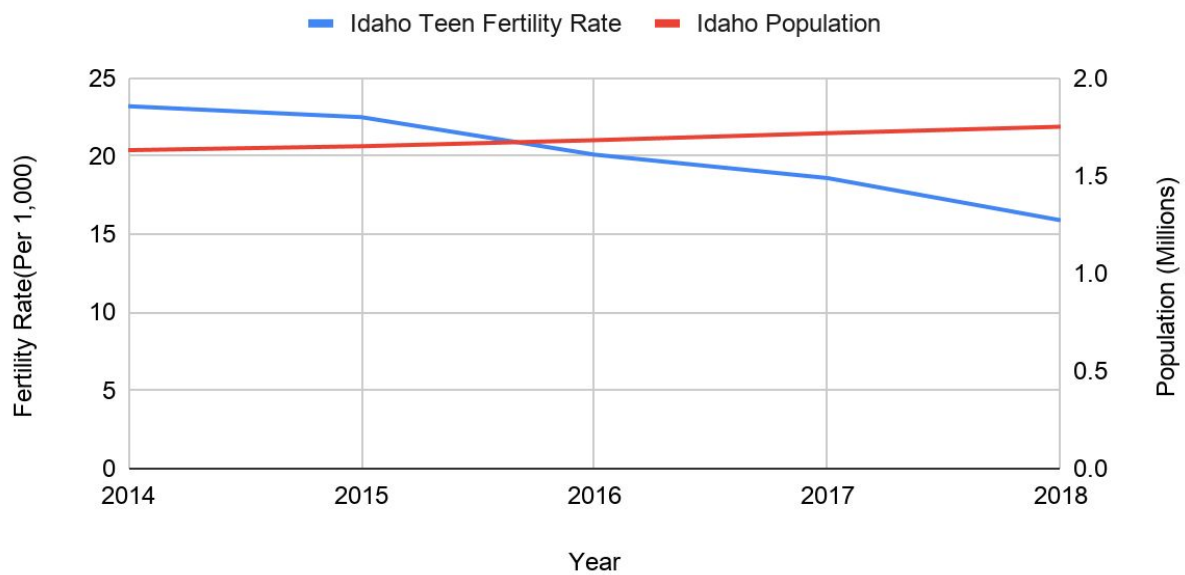
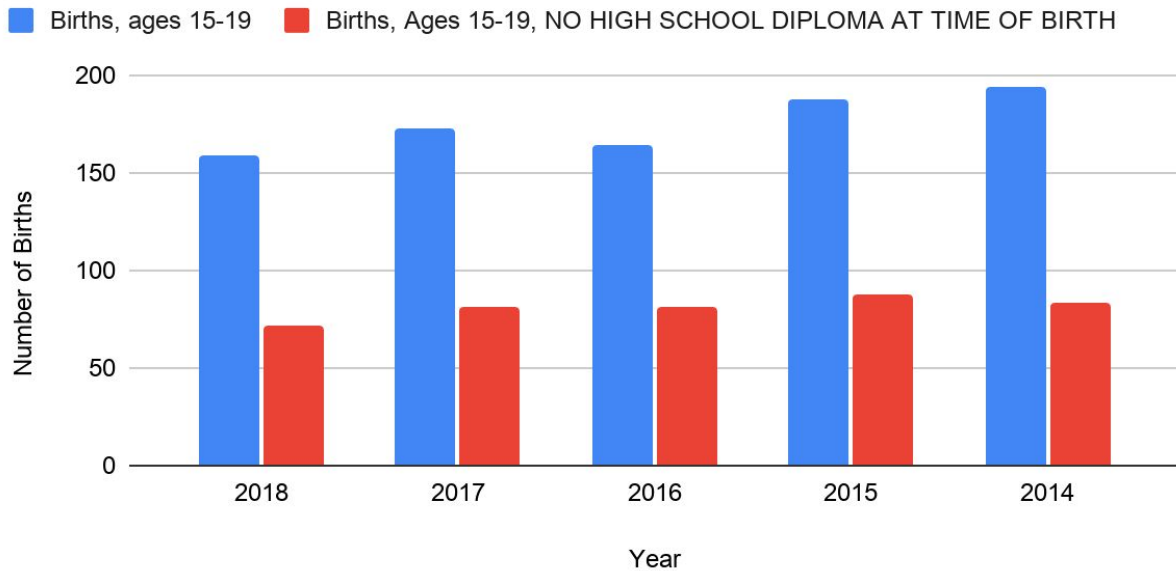


Figure 4: Over 40% of all births to teenage mothers (ages 15-19) in Ada County are to teenagers without a highschool diploma.

Over 40% of all Births to Teenage Mothers in Ada County are to Teenagers without a High School Diploma



Appendix F10. Major Donors to Salvation Army Capital Campaign

BUILDING FUTURES

The Campaign for the New Salvation Army School for Teen Parents and Community Center

Building Futures Campaign Fundraising Progress (as of August 1, 2018)

Donor :

- Kissler Family Foundation
- J.A. and Kathryn Albertson Family Foundation
- Estate of Carol Ann Kearns
- Laura Moore Cunningham Foundation
- M.J. Murdock Trust
- Duane & Lori Stueckle
- Lightfoot Foundation
- Scentsy, Inc.
- White Family

- AJ and Susie Balukoff Family
- William H. and Carlyn D McMurren
- Duke Family Foundation
- Anonymous Foundation
- Audi Volkswagen Boise
- Don & Iris Hendrickson
- Simplot Foundation
- Sunderland Foundation
- Idaho Power
- Michael & Brenda Ballantyne
- Pete and Greg McDonald Families
- Robert & Tena Lokken
- Yanke, Norby & Stevens Families
- Blue Cross Foundation
- Mike & Patty Fery
- Mark & Geri Bottles
- McMillen Family
- Langan Barber Foundation
- Anonymous (2)
- Ed & Donna Dahlberg

Gift of Land

To Name (if area chosen):

Chapel/Auditorium
Education Center
TBD
School Library
TBD
School Reception Area
Main Lobby
Commercial Kitchen
Main Reception/
Administrative Suite
Recreation & Activities Rm
Home Economics Lab
Computer Lab
Declined Named Gift Area
Student Incentive Store
Multipurpose Rm
TBD
TBD
Math Classroom
TBD
Business Classroom
English Classroom
Volunteer Work Area
Infant Childcare Room
Large Conference Room
Pre-school classroom
1-2 Year Childcare Room
Digital Learning Classroom
Declined Named Gift Area
Social Studies Classroom

- Tom & Diana Nicholson
- Vicki & LaMont Keen
- Morrison Knudsen Foundation & Harry W. Morrison Foundation
- TitleOne
- Julius C. Jeker Foundation
- Anonymous (2)
- Gilbert & Emerson Families
- Tim & Jenifer Dellgard
- The Malinowski Perez Family Trust
- Joan & Frank Mattern
- Rich & Patsy Fedrizzi
- HC Company
- Idaho Women's Charitable Fnd
- Mountain West Bank
- St. Luke's Health System
- MDU/Intermountain Gas
- Saint Alphonsus Health System
- Neil & Tylee Nelson
- Dave & Mary Connolly
- Pat & Lisa McMurray
- Mary Abercrombie
- Happy Family Brands

- 2-3 Year Childcare Room
- English Language Learner Classroom
- Nurse's Office
- Major's Office Admin Suite
- School Faculty & Staff Break Area
- Declined
- School Social Work Office
- School Social Work Office
- School Social Work Intern Office
- Childcare Center Staff Office
- Childcare Nap Room
- Conference Room
- Childcare Center Staff Office
- Conference Room
- Childcare Entry
- Childcare Center Kitchen
- Recreation Center Office
- Recreation Locker Room-Men's
- Childcare Center Staff Office
- Major's Office School Suite
- Recreation Locker Room -Women's
- Development Office

- Adams Family Foundation
- Anonymous (4)
- Benoit Family
- Mary Ballantyne
- Bank of the Cascades
- Citi
- Greg & Trish Charlton
- Larry & Shirley Chetwood
- Jim Cleary
- Debbie Cleverley
- Jerry & Carol Davis
- DeLuca Family Charitable Foundation
- Vince & Lisa Derig
- Dave & Lori Edmark
- Erstad Architects
- Jerry & Debbie Flandro
- Gary & Carolyn Fletcher
- Lisa & Bruce Grow
- Ron & Pam Grove
- Margaret K. Hansen

- Vickie Harwood
- Dodds & Ali Hayden
- Del & Barbara Herner
- Idaho Central Credit Union
- Idaho Stampede Community Foundation
- Bill & Christina Illet
- Heather Jauregui & Matt Macha, M.D.
- Lori Jones
- Roland Jones
- Kranz Family
- Scott & Cheryl Kreiling
- Gladys E. Langroise Foundation
- Brad & Teresa Little
- Annie McFarland
- Jason & Nicole Mau
- Micron Foundation
- Gary Michael
- Sam & Sydney Mitchell
- Greg & Trish Mizuta
- Tim & Julie Olson

- Paradigm of Idaho
- Rob Perez
- Red Sky PR & Jess Flynn
- Dale & Deloris Reynolds
- John & Katie Sabala
- Saint Alphonsus Women's Healthcare Fund
- Robert Smylie
- Steve & Marsha Smylie
- Lynette & Patrick Standley
- Brandy Stemmler
- Estate of Eula Tombaugh
- Together Treasure Valley
- Washington Trust Bank
- United Heritage Insurance
- United Way
- Beatriz von Ungern-Sternberg & Steve Kuzara

IDAHO PUBLIC CHARTER SCHOOL COMMISSION
APPENDIX A: BUDGET TEMPLATE



Idaho Public Charter School Commission
304 North 8th Street, Room 242
Boise, Idaho 83702

Phone: (208) 332-1561
chartercommission.idaho.gov

Alan Reed, Chairman
Jenn Thompson, Director

Financial Summary				
Worksheet Instructions: This page will auto-populate as you complete the Pre-Operational and Operational Budget tabs.				
Revenue				
Anticipated Enrollment for Each Scenario:		79	79	79
	Pre-Operational Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Cash on Hand / Carryover		NA	\$16,176.83	\$15,961.00
Grants	262,000.00	\$208,000.00	\$120,000.00	\$55,000.00
Base Support	NA	\$175,975.00	\$181,251.00	\$186,688.00
Salary and Benefit Apportionment	NA	\$465,199.00	\$484,916.00	\$508,228.00
Transportation Allowance	NA	\$56,959.00	\$56,959.00	\$56,959.00
Special Distributions	NA	\$160,914.00	\$164,868.00	\$173,868.00
Federal Funds		\$138,203.00	\$154,340.00	\$169,000.00
REVENUE TOTAL	\$262,000.00	\$1,205,250.00	\$1,162,334.00	\$1,149,743.00
Expenditures				
	Pre-Operational Budget	Full Enrollment Year 1 Budget	Year 2 Budget	Year 3 Budget
Staff and Benefit Totals	\$213,500.00	\$823,204.50	\$867,825.00	\$835,120.00
Educational Program Totals	\$18,000.00	\$85,998.00	\$77,033.00	\$79,131.30
Technology Totals	\$3,000.00	\$96,100.00	\$28,250.00	\$29,250.00
Capital Outlay Totals	\$0.00	\$14,256.67	\$0.00	\$0.00
Board of Directors Totals	\$5,000.00	\$17,600.00	\$18,600.00	\$19,600.00
Facilities Totals	\$0.00	\$29,400.00	\$33,354.00	\$33,354.00
Transportation Totals	\$0.00	\$67,011.00	\$67,011.00	\$67,011.00
Nutrition Totals	\$0.00	\$45,203.00	\$49,000.00	\$61,250.00
Other	\$22,500.00	\$10,300.00	\$5,300.00	\$5,300.00
EXPENSE TOTAL	262,000.00	\$1,189,073.17	\$1,146,373.00	\$1,130,016.30
OPERATING INCOME (LOSS)	-	\$16,176.83	\$15,961.00	\$19,726.70
PREVIOUS YEAR CARRYOVER		\$0.00	\$16,176.83	\$32,137.83
NET INCOME (LOSS)	-	\$16,176.83	\$32,137.83	\$51,864.53

Idaho Public Charter School Commission Charter Petition: Pre-Operational Budget

Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.

Pre-Operational Revenue

Line Item / Account	Budget	Assumptions / Details / Sources
Grants	230,000.00	JKAFF Fellowship
Other Revenue	32,000.00	JKAFF Startup Grant
REVENUE TOTAL	\$262,000.00	

Additional Notes or Details Regarding Revenues:

Pre-Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Budget		Assumptions / Details / Sources
Classroom Teachers	FTE	Amount	
Classroom Teacher Subtotals	0.0	-	Average classroom size:
Special Education	FTE	Amount	
Special Education Subtotals	0.0	-	Anticipated % Special Education Students:
Other Certified Staff	FTE	Amount	
Lead Administrator	1.0	91,000.00	
Assistant Administrator	1.0	75,000.00	
Other Certified Staff Subtotals	2.0	166,000.00	
CERTIFIED STAFF TOTAL	2.0	166,000.00	

1b: CLASSIFIED STAFF	Budget		Assumptions / Details / Sources
Position	FTE	Amount	
Admin / Front Office Staff	0.5	25,000.00	
CLASSIFIED STAFF TOTAL	0.5	25,000.00	

1c: BENEFITS	Budget		Assumptions / Details / Sources
Type	Rate	Amount	
Retirement			
Workers comp			
FICA/Medicare	7.65%	14,612.00	FICA/ Medicare
Group insurance	4.13%	7,888.00	Fellowship benefits through Bluum including 403b
BENEFITS TOTAL		22,500.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		191,000.00	
TOTAL STAFF & BENEFITS TOTAL		213,500.00	

Section 2: Educational Program		
2a: OVERALL EDUCATION PROGRAM COSTS	Budget	Assumptions / Details / Sources
Professional Development	18,000.00	Startup & Fellowship funds for travel, training, consultants
OVERALL EDUCATION PROGRAM TOTAL	18,000.00	

2b: ELEMENTARY PROGRAM	Budget	Assumptions / Details / Sources
ELEMENTARY PROGRAM TOTAL	-	

2c: SECONDARY PROGRAM	Budget	Assumptions / Details / Sources
SECONDARY PROGRAM TOTAL	-	
EDUCATIONAL PROGRAM TOTAL	18,000.00	

Section 3: Technology		
Line Item / Account	Budget	Assumptions / Details / Sources
Computers for Staff Use	3,000.00	Laptop, second monitor, keyboard & mouse for administrators
TECHNOLOGY TOTAL	3,000.00	

Section 4: Non-Facilities Capital Outlay		
Line Item / Account	Budget	Assumptions / Details / Sources
CAPITAL OUTLAY TOTAL	-	

Section 5: Board of Directors		
Line Item / Account	Budget	Assumptions / Details / Sources
Board Training	2,000.00	Startup funds
Legal	3,000.00	Fellowship Funds - corp, 501C3 setup
Insurance (property, liability, E & O, etc.)		
Audit		
BOARD OF DIRECTORS TOTAL	5,000.00	

Section 6: Facilities Details (consistent with facilities template)		
Line Item / Account	Budget	Assumptions / Details / Sources
FACILITIES TOTAL	-	

Section 7: Transportation		
Line Item / Account	Budget	Assumptions / Details / Sources
TRANSPORTATION TOTAL	\$0.00	

Section 8: Nutrition		
Line Item / Account	Budget	Assumptions / Details / Sources

OTHER TOTAL	-
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Section 9: Other Expenditures		
Line Item / Account	Budget	Assumptions / Details / Sources
Advertising / Promo, radio, print, web	10,000.00	
Back Office Support Fees	-	Bluum provides at no cost during fellowship.
Web Design / Logos, etc	7,000.00	
Miscellaneous	5,000.00	
Office Supplies	500.00	
OTHER TOTAL	22,500.00	

Idaho Public Charter School Commission				
Charter Petition: Operational Budgets				
Worksheet Instructions: list revenues, expenditures, and Full-Time Equivalencies (FTE) anticipated during the pre-operational year. Insert rows as necessary throughout the document. Include notes specific to start-up costs (details, sources, etc.) in the Assumptions column.				
Operational Revenue				
Anticipated Enrollment for Each Scenario:	79	79	79	
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Cash on Hand	-	NA	NA	
Grants	208,000	120,000	55,000	Provide documentation and details.
Entitlement	175,975	181,251	186,688	Attach the M & O Revenue Template
Salary and Benefit Apportionment	465,199	484,916	508,228	Attach the M & O Revenue Template
Transportation Allowance	56,959	56,959	56,959	65% of contract cost @ \$200/day, 205 Days
Federal Funds	NA	NA	NA	
Projected Food Service Support/Revenue (Calc As 100%)	45,203	49,000	61,250	100% Pass through to Salvation Army
Title I Funds	19,000	19,570	20,160	Estimated based on per-pupil rate at Elevate
Title II Funds	4,000	4,120	4,240	Estimated based on per-pupil rate at Elevate
Title IV Funds - Not Available Y1	NA	10,000	10,000	Estimated based on per-pupil rate at Elevate
Medicaid Funds	30,000	30,900	31,830	Based on hours expected to be billable
Idea Part B Funds	25,000	25,750	26,520	Estimated based on per-pupil rate at Elevate
Erate & State Broadband Support	15,000	15,000	15,000	Estimated 100% reimbursement of broadband
Special Distributions	NA	NA	NA	
Charter School Facilities	29,400	29,400	29,400	SDE Special Distributions FY21 Guidance
Content and Curriculum	2,196	2,196	2,196	SDE Spec. Dist. FY20, assume no holdback FY22
Continuous Improvement Plans and Training	6,600	6,600	6,600	SDE Special Distributions FY21 Guidance
Gifted Talented	3,133	3,133	3,133	SDE Spec. Dist. FY20, assume no holdback FY22
Leadership Premiums	6,201	6,201	6,201	SDE Special Distributions FY21 Guidance
IT Staffing	7,750	7,750	7,750	SDE Special Distributions FY21 Guidance
Math and Science Requirement	33,100	33,100	33,100	SDE Special Distributions FY21 Guidance
Professional Development	18,721	18,721	18,721	SDE Spec. Dist. FY20, assume no holdback FY22
Safe and Drug-Free Schools	2,730	2,730	2,730	SDE Special Distributions FY21 Guidance
Technology (i.e. infrastructure)	42,083	42,083	42,083	SDE Special Distributions FY21 Guidance
College and Career Advisors/ Mentors	9,000	9,000	18,000	SDE Special Distributions FY21 Guidance
Literacy Proficiency	NA	NA	NA	
Limited English Proficient (LEP)	NA	-	-	Not estimated
School Facilities (Lottery)	NA	3,954	3,954	SDE Special Distributions FY21 Guidance
REVENUE TOTAL	\$1,205,250.00	\$1,162,334.00	\$1,149,743.00	

Operational Expenditures

Section 1: Staffing

1a: CERTIFIED STAFF	Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	
Classroom Teachers							
Secondary Teachers	5.5	325,000.00	5.5	333,670.00	5.5	342,600.00	Year-round contracts
Classroom Teacher Subtotals	5.50	325,000.00	5.50	333,670.00	5.50	342,600.00	Average classroom size: 12 to start
Special Education							
SPED Director	0.6	39,000.00	0.6	40,170.00	0.6	41,400.00	
Special Education Subtotals	0.60	39,000.00	0.60	40,170.00	0.60	41,400.00	Anticipated % Special Education Students:
Other Certified Staff							
Administrators	1.8	144,937.50	2.0	165,536.00	1.5	125,773.00	E. Bergstrom, Principal; D. Hedden-Nicely, Administrator leaving year 3, may join board then
Other Certified Staff Subtotals	1.75	144,937.50	2.00	165,536.00	1.50	125,773.00	
CERTIFIED STAFF TOTAL	7.85	508,937.50	8.10	539,376.00	7.60	509,773.00	

1b: CLASSIFIED STAFF	Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Assumptions / Details / Sources
	FTE	Amount	FTE	Amount	FTE	Amount	
Position							
Receptionist and Aide Position of EE - \$15/hr, 204 Days	1.0	24,480.00	1.0	24,480.00	1.0	24,480.00	
Executive Assistant/Marketing/Recruitment	1.0	50,000.00	1.0	51,500.00	1.0	53,000.00	
Academic Interventionist	1.0	38,000.00	1.0	40,000.00	1.0	42,000.00	
CLASSIFIED STAFF TOTAL	3.00	112,480.00	3.00	115,980.00	3.00	119,480.00	

1c: BENEFITS	Full Enrollment Year 1 Budget 2021-2022		Year 2 Budget 2022-2023		Year 3 Budget 2023-2024		Assumptions / Details / Sources
	Rate	Amount	Rate	Amount	Rate	Amount	
Type							
PERSI	11.94%	77,120.00	11.94%	81,172.00	11.94%	78,056.00	
Workers comp	0.07%	452.00	0.07%	476.00	0.07%	458.00	
FICA/medicare	7.65%	49,411.00	7.65%	52,007.00	7.65%	50,011.00	
Group insurance	10.79%	67,053.00	10.78%	70,656.00	11.04%	69,497.00	Starts at \$6K/ year, +3%/yr
Paid time off (PERSI - Retirement Sick Leave)	1.20%	7,751.00	1.20%	8,158.00	1.20%	7,845.00	based on 10 days/yr per full-time, or equivalent
BENEFITS TOTAL		201,787.00		212,469.00		205,867.00	
CERTIFIED & CLASSIFIED STAFF TOTAL		621,417.50		655,356.00		629,253.00	
TOTAL STAFF & BENEFITS TOTAL		823,204.50		867,825.00		835,120.00	

Section 2: Educational Program				
2a: OVERALL EDUCATION PROGRAM COSTS	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Professional Development	22,721.00	22,841.00	22,961.00	Assume use of all state and Title II funds
SPED Contract Services	25,000.00	25,750.00	26,520.00	OT, SLP Paid by IDEA, \$20 x 350 hrs
Contract Psychological Services (Medicaid)	1,975.00	1,975.00	1,975.00	Assume Psych Eval each student @ \$50 hr/ea, for a
Medicaid Match Payments	7,500.00	7,725.00	7,957.50	medicaid match @ 25%
Contract Other Services (Medicaid)	1,800.00	1,854.00	1,909.80	Medicaid Billing at 3% Y1, 6% thereafter
Membership Dues	402.00	1,080.00	2,000.00	ISBA and ICSN per quotes
Authorizer Fee	3,000.00	3,000.00	3,000.00	Estimated
Back Office Support Fees	-	-	-	Bluum Provides at not cost for duration of JKAFF grant, contract attached for Y0/Y1
Office Supplies	1,000.00	1,000.00	1,000.00	Paper, folders, pencils, etc. based on historical for Marian Pritchett
OVERALL EDUCATION PROGRAM TOTAL	63,398.00	65,225.00	67,323.30	
2b: ELEMENTARY PROGRAM	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
ELEMENTARY PROGRAM TOTAL	-	-	-	
2c: SECONDARY PROGRAM	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Secondary Curriculum				
Business Education Curriculum	3,000.00	240.00	240.00	Needs based on history w/Marian Pritchett
Social Studies Curriculum	1,200.00	96.00	96.00	Needs based on history w/Marian Pritchett
Family and Consumer Sciences Curriculum	2,000.00	160.00	160.00	Needs based on history w/Marian Pritchett
English Curriculum	4,000.00	320.00	320.00	Needs based on history w/Marian Pritchett
Economics Curriculum	2,800.00	224.00	224.00	Needs based on history w/Marian Pritchett
Math Curriculum	2,800.00	224.00	224.00	Needs based on history w/Marian Pritchett
Science Curriculum	2,800.00	224.00	224.00	Needs based on history w/Marian Pritchett
Misc other Curriculum	2,800.00	224.00	224.00	Reserve, just in case
Title IV - Student Enrichment	-	10,000.00	10,000.00	Assume use of Title IV funds
Supplies	1,200.00	96.00	96.00	Needs based on history w/Marian Pritchett
SECONDARY PROGRAM TOTAL	22,600.00	11,808.00	11,808.00	
EDUCATIONAL PROGRAM TOTAL	85,998.00	77,033.00	79,131.30	
Additional Notes or Details Regarding Educational Program Expenditures:				

Section 3: Technology				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Internet Access	10,000.00	10,000.00	10,000.00	
IT Support Contract	7,750.00	7,750.00	7,750.00	VirtualIT or similar contractor annual fee
IT Support - Startup - Set up all technology	9,450.00	-	-	One-time setup costs
Photocopiers - HP Color LaserJet Enterprise Flow MFP M681z	7,000.00	-	-	Online price w/3 year support
Toner and other supplies	1,000.00	1,000.00	1,000.00	Estimated
SmartTV, Whiteboard and Google Cast, and TV Mount to wall (\$1k each room)	6,600.00	-	-	\$1100 per teacher
Chromebooks for Students, including charging carts	36,000.00	-	-	\$500 per student total
Charging Stations (16 per), \$200 ea	1,200.00	-	-	\$200 x 9, each holds 16
Desktop, Monitor, Mouse, Keyboard for business lab	3,000.00	-	-	\$1000 x 6 workstations
Laptop, Monitor, Mouse, Keyboard for Teachers & Staff	4,800.00	-	-	11 Initial staff x \$1000, 2 admins have tech from startup year
Small Printers	800.00	-	-	2 Epsoms @\$399
Microsoft for Education - online 365	-	-	-	
Infinite Campus	5,000.00	6,000.00	7,000.00	Estimate based on prelim research
Edplan - PCG for IEP Management (Statewide contract)	-	-	-	
Star Reading and Math Assessments through Renaissance	3,500.00	3,500.00	3,500.00	Estimated
TECHNOLOGY TOTAL	96,100.00	28,250.00	29,250.00	
Additional Notes or Details Regarding Technology Expenditures:				

Section 4: Non-Facilities Capital Outlay				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
12 Staff - Desk, Chair, Cabinet	4,666.67	-	-	\$500+\$200+\$150 x 12, front office has counter
Student Tables	1,110.00	-	-	25 Tables, price at Costco.com
Student Chairs	6,300.00	-	-	60 Chairs, Price @ Costco.com
File Cabinets for front office 2 x4 dw + 4 x 2 dw	1,180.00	-	-	Costco Pricing
Misc other items	1,000.00	-	-	Reserve for misc items
CAPITAL OUTLAY TOTAL	14,256.67	-	-	
Additional Notes or Details Regarding Non-Facilities Capital Outlay Expenditures:				

Section 5: Board of Directors				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Board Training	6,600.00	6,600.00	6,600.00	Assume use of state funds.
Legal	1,000.00	1,000.00	1,000.00	Based on history of no legal issues, placeholder.
Insurance (property, liability, E & O, etc.)	5,000.00	6,000.00	7,000.00	Based on ICRMP rates for small leased school, transportation insurance provided by Salvation Army.
Audit	5,000.00	5,000.00	5,000.00	Audit and 990 based on current Quest CPA rates
BOARD OF DIRECTORS TOTALS	17,600.00	18,600.00	19,600.00	
Additional Notes or Details Regarding Board of Directors Expenditures:				

Section 6: Facilities Details (consistent with facilities template)				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Mortgage or Lease	29,400.00	33,354.00	33,354.00	Salvation Army facility provided at state Charter Facility funding rate
Repairs and Maintenance	-	-	-	Included in facility lease w/Salvation Army.
Facilities Maintenance Contracts (i.e. snow removal; trash; lawn care, custodial, security, etc.)	-	-	-	Included in facility lease w/Salvation Army.
Utilities (i.e. gas, electric, water, etc.)	-	-	-	Included in facility lease w/Salvation Army.
Phone	-	-	-	VOIP part of internet service cost
FACILITIES TOTAL	29,400.00	33,354.00	33,354.00	
Additional Notes or Details Regarding Facilities Expenditures:				

Section 7: Transportation				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Bus Drivers	24,480.00	24,480.00	24,480.00	2 Bus Drivers @ \$15/hr part time
PERSI	2,923.00	2,923.00	2,923.00	Calculated
Workers comp	17.00	17.00	17.00	Calculated
FICA/medicare	1,873.00	1,873.00	1,873.00	Calculated
Group insurance	6,180.00	6,180.00	6,180.00	Proportional allocation of annual cost
Paid time off [clarify in assumptions] (PERSI - Retirement Sick Leave)	738.00	738.00	738.00	Calculated
Lease Payments	26,000.00	26,000.00	26,000.00	2 Busses annual lease rate, per quotes
Fuel, maintenance & compliance	4,800.00	4,800.00	4,800.00	Approximate fuel cost
TRANSPORTATION TOTAL	67,011.00	67,011.00	67,011.00	

Section 8: Nutrition Program				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Food Costs	36,203.00	40,000.00	52,250.00	Contract with Salvation Army - 205 days of breakfast and lunch, 45 students avg
Non-Food Costs	9,000.00	9,000.00	9,000.00	Contract with Food Service program specialist
NUTRITION TOTAL	45,203.00	49,000.00	61,250.00	
Additional Notes or Details Regarding Other Expenditures:				

Section 9: Other Expenditures				
Line Item / Account	Full Enrollment Year 1 Budget 2021-2022	Year 2 Budget 2022-2023	Year 3 Budget 2023-2024	Assumptions / Details / Sources
Advertising / Promo, radio, print, web	10,000.00	5,000.00	5,000.00	
Web Design / Logos, etc	300.00	300.00	300.00	
Miscellaneous	-	-	-	
OTHER TOTAL	10,300.00	5,300.00	5,300.00	

Idaho Public Charter School Commission														
Cash Flow Operational Year 1														
	Year 1 Budgeted	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE	Total
Student Enrollment Capacity	79													
Revenue														
Grants	208,000	208,000												208,000
Entitlement	175,975		87,988			35,195			35,195			17,597		175,975
Salary and Benefit Apportionment	465,199		232,600			93,040			93,040			46,519		465,199
Transportation Allowance	56,959		28,480			11,392			11,392			5,695		56,959
Special Distributions	160,914								80,457			80,457		160,914
Federal Funds	138,203				15,356	15,356	15,356	15,356	15,356	15,356	15,356	15,356	15,355	138,203
Total Revenue	1,205,250	208,000	349,068	-	15,356	154,983	15,356	15,356	235,440	15,356	15,356	165,624	15,355	1,205,250
Expenditures														
Salaries and Benefits	823,205			82,320	82,320	82,320	82,320	82,320	82,320	82,320	82,320	82,320	82,325	823,205
Education Program	85,998												85,998	85,998
Technology Totals	96,100			75,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	5,100	96,100
Capital Outlay Totals	14,257			18,800									(4,543)	14,257
Board of Directors	17,600			1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	1,760	17,600
Facilities	29,400		29,400											29,400
Transportation	67,011				7,446	7,446	7,446	7,446	7,446	7,446	7,446	7,446	7,443	67,011
Nutrition	45,203				5,023	5,023	5,023	5,023	5,023	5,023	5,023	5,023	5,019	45,203
Other	10,300				1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,144	1,148	10,300
Total Expenditures	1,189,073	-	29,400	177,880	99,693	99,693	99,693	99,693	99,693	99,693	99,693	99,693	184,249	1,189,073
Cash Flow														
Operational Cash Flow		208,000	319,668	(177,880)	(84,337)	55,290	(84,337)	(84,337)	135,747	(84,337)	(84,337)	65,931	(168,894)	16,177
Cash on Hand		-	208,000	527,668	349,788	265,451	320,741	236,404	152,067	287,814	203,477	119,140	185,071	
Cash End of Period		208,000	527,668	349,788	265,451	320,741	236,404	152,067	287,814	203,477	119,140	185,071	16,177	16,177

**2021 - 2022 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2021 - 2022 6.20
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2021-2022 \$ 28,383
- 3 Entitlement (line 1 x line 2) \$ 175,975

4 Salary Apportionment: 1st Reporting Period Units 6.20
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.89237	\$44,621	\$44,621	\$388,995

- 5 Estimated Base Support (line 3 + line 4) \$ 564,970 431100
- 6 Add: Benefit Apportionment \$ 76,204 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 56,959 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 698,133
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

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School District Name: Cardinal Academy School District Number:

**2022 - 2023 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE**

Rev Code

- 1 Number of Support Units - 2022 - 2023 6.20
(Best 28 Weeks ADA - Units)
- 2 State Distribution Factor - Per Unit - 2022-2023 \$ 29,234
- 3 Entitlement (line 1 x line 2) \$ 181,251

4 Salary Apportionment: 1st Reporting Period Units 6.20
(From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.86374	\$46,741	\$46,741	\$405,482

- 5 Estimated Base Support (line 3 + line 4) \$ 586,733 431100
- 6 Add: Benefit Apportionment \$ 79,434 431800
- 7 Add: Approved Border Contracts \$ 0 431500
- 8 Add: Approved Exceptional Child Support \$ 0 431400
- 9 Add: Approved Tuition Equivalency \$ 0 431600
- 10 Add: Transportation Allowance \$ 56,959 431200
- 11 Adjustments \$ 0
- 12 Total Estimated SDE State Support \$ 723,126
(lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
(n/a for District Charters)

- 13 Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14 Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

2023 - 2024 BUDGET WORKSHEETS
ESTIMATING M & O STATE SUPPORT REVENUE

Rev Code

- 1 Number of Support Units - 2023 - 2024 6.20
- (Best 28 Weeks ADA - Units)
- 2. State Distribution Factor - Per Unit - 2023-2024 \$ \$ 30,111
- 3. Entitlement (line 1 x line 2) \$ 186,688

4. Salary Apportionment: 1st Reporting Period Units 6.20
 (From SBA Template)

Administrative Index	Average Instructional Salary	Average Pupil Services Salary	Total SBA plus Allowances from SBA Template
1.77497	\$49,457	\$49,457	\$ \$424,975

- 5. Estimated Base Support (line 3 + line 4) \$ 611,663 431100
- 6. Add: Benefit Apportionment \$ 83,253 431800
- 7. Add: Approved Border Contracts \$ 0 431500
- 8. Add: Approved Exceptional Child Support \$ 0 431400
- 9. Add: Approved Tuition Equivalency \$ 0 431600
- 10. Add: Transportation Allowance \$ 56,959 431200
- 11. Adjustments \$ 0
- 12. Total Estimated SDE State Support \$ 751,875
 (lines 5 + 6 + 7 + 8 + 9 + 10 + 11)

Revenue in Lieu of Taxes:
 (n/a for District Charters)

- 13. Agricultural Equipment Tax Replacement Money from State Tax Commission \$ 0
- 14. Personal Property Tax Replacement Money from State Tax Commission \$ 0
- Total Revenue in Lieu of Taxes (line 13) 0 438000

*** RETURN THIS PAGE TO THE STATE DEPARTMENT OF EDUCATION ***

School District Name: Cardinal Academy School District Number:

	September	October	November	December	January	February	March	April	May		
Enrollment	50	60	70	80	90	90	90	90	90	90	79
Days	14	21	16	13	19	19	17	21	14	14	154
Hours	6	6	6	6	6	6	6	6	6	6	
Total Hours	4,200	7,560	6,720	6,240	10,260	10,260	9,180	11,340	7,560		
Ada	75%	75%	75%	75%	75%	75%	75%	75%	75%	75%	
Net Hours	3,150	5,670	5,040	4,680	7,695	7,695	6,885	8,505	5,670		54,990
FTE											61.1

	September	October	November	December	January	February	March	April	May		
Enrollment	84	94	104	114	124	134	140	140	140	140	119
Days	14	21	16	13	19	19	17	21	14	14	154
Hours	6	6	6	6	6	6	6	6	6	6	
Total Hours	7056	11844	9984	8892	14136	15276	14280	17640	11760		
Ada	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	0.75	
Net Hours	5292	8883	7488	6669	10602	11457	10710	13230	8820		83,151
FTE											92.39



J.A. and KATHRYN
ALBERTSON FAMILY
FOUNDATION

December 4, 2020

Alan Reed
Idaho Public Charter School Commission Chairman
304 North 8th St., Suite 242
Boise, ID 83702

Dear Commissioner Reed,

The J.A. and Kathryn Albertson Family Foundation has been a long-time supporter of The Salvation Army and its work to care for and educate pregnant and parenting teens in Idaho. Our support for this mission is not new nor has it wavered. We are pleased to continue this support on behalf of the proposed Cardinal Academy public charter school.

Should the Commission approve Cardinal Academy's petition, I plan to recommend to the foundation's Board of Directors that it approve a grant in an amount equal to the amount needed to achieve the \$423,000 of grant income presented in Cardinal Academy's petition for its first four years of operation. It is also our understanding that Cardinal Academy is eligible and will apply for a federal Charter School Program Grant as well.

I hope you will join me and the thousands of other Idaho residents who have supported and continue to support this critical mission over the past century.

Sincerely,



Roger Quarles



DOING THE MOST GOOD®

December 7, 2020

Emily Bergstrom
Executive Director
Cardinal Academy Charter School

Dear Mrs. Bergstrom

This letter is written to confirm The Salvation Army's interest in leasing portions of its Boise Corps Community Center facility, located at 9492 West Emerald Street, Boise, ID, to the Cardinal Academy. The Salvation Army has recently concluded a successful capital campaign, and construction project, building the Corps Community Center at this location. The Center was designed to incorporate the Booth Young Parent Program, partnering with an alternative education program for our BYPP clients, which the Cardinal Academy is preparing to provide. A number of spaces within the Center were constructed to comply with Idaho State educational department standards anticipating this partnership, including:

- 6 classrooms
- Reception area
- 1 Science classroom/Laboratory
- 1 Home Economics classroom
- Office Space for School Administration/Nurse & School Counselor
- Access to the following areas
 - Sick Bay-
 - Incentive Store (TSA BYPP)
 - Library
 - Gymnasium
 - Multi-Purpose room
 - Commercial Kitchen

The Salvation Army anticipates a long-term partnership with Cardinal Academy. We look forward to Cardinal Academy's provision of educational excellence, which will compliment our proven supportive services program, over a period of many years. We are willing to work within the budget constraints of the State Charter School facility funding rate when negotiating our lease with Cardinal Academy.

Please contact me if there are any questions related to our ongoing partnership with the Cardinal Academy.

Sincerely,

Kimberly A. Stambaugh

Kimberly Stambaugh, Major
Treasure Valley Coordinator

SUBJECT

Director's Report

APPLICABLE STATUTE, RULE, OR POLICY

Not applicable

BACKGROUND

The PCSC Director oversees the day to day management of the authorizing office. This agenda item provides opportunity for a brief report regarding actions taken and work in progress at the staff level.

DISCUSSION

1. Update regarding school operations during the pandemic.
2. Update regarding transition to new framework.
3. Status update regarding FY20 annual school performance reports.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

COMMISSION ACTION

N/A

SUBJECT

2021 Legislative Session Preview

APPLICABLE STATUTE, RULE, OR POLICY

N/A

BACKGROUND

During the 2021 legislative session, the Idaho Legislature may consider proposed administrative rules and bills that directly impact public charter schools.

DISCUSSION

1. The PCSC anticipates proposed legislation that would revise I.C. § 33-5213 such that the Director of the PCSC would become a direct report of the Commission, and all commissioners would be appointed by the Governor in the future. No draft is available at this time.
2. The ISBA entertained proposed resolutions at its annual convention in November. One of the proposals included establishing greater oversight of the PCSC, noting 5 specific requests. This proposal was given a “Do Not Pass” recommendation by the ISBA board, and did not pass during the stakeholder vote.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

No recommendations.

COMMISSION ACTION

Any motion is at the discretion of the Commission.

SUBJECT

Discussion: Identifying Indicators of Stress in Charter Schools

APPLICABLE STATUTE, RULE, OR POLICY

Not Applicable.

BACKGROUND

In September the National Charter School Resource Center published the following report: “Identifying Indicators of Distress in Charter Schools Part 1: The Role and Perspective of Charter School Authorizers”. The study attempts to identify the precursors to charter school failure with the assumption that outcomes for all stakeholders are better when issues are identified and addressed sooner rather than later.

DISCUSSION

Charter school authorizers have long focused on academic and financial outcomes to help guide their decisions. As the field matures, authorizers are broadening that focus to incorporate proactive supports into the traditionally reactive structures of authorizing.

This report separates indicators of *failure* (such as academic proficiency and financial viability) from indicators of *distress* (such as high rates of turn-over and poor communication structures).

The report describes the most commonly identified indicators of distress and explores how this knowledge can be used to guide schools toward recovery before failure becomes imminent.

IMPACT

Information item only.

STAFF COMMENTS AND RECOMMENDATIONS

N/A

COMMISSION ACTION

N/A

Identifying Indicators of Distress in Charter Schools

Part 1: The Role and Perspective of Charter School Authorizers

September 2020



NATIONAL
CHARTER SCHOOL
RESOURCE CENTER



The National Charter School Resource Center (NCSRC) provides technical assistance to Federal grantees and resources supporting charter sector stakeholders working across the charter school life cycle. NCSRC is funded by the U.S. Department of Education and managed by Manhattan Strategy Group in partnership with WestEd.

This report was produced by NCSRC in partnership with lead authors Aimee Evan, Laura Groth, and Hannah Sullivan.

Suggested citation: National Charter School Resource Center (2020). *Identifying Indicators of Distress in Charter Schools: Part 1 The Role and Perspective of Charter School Authorizers*. Bethesda, MD: Manhattan Strategy Group.

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Key Terms As Used in This Report

Charter school: A charter school, in this report, is a public school that operates as a school of choice as described in [the Elementary and Secondary Education Act \(ESEA\) Section 4310\(2\)](#). Charter schools commit to obtaining specific educational objectives in return for increased autonomy. They are exempt from significant state or local regulations related to operation and management but otherwise adhere to regulations of public schools.

Charter school authorizer (authorizers): An authorized public chartering agency, as defined under [Section 4310\(1\) of the ESEA](#), is a State educational agency, local educational agency, or other entity responsible for reviewing and approving or rejecting charter applications and monitoring charter school performance related to both academic and fiscal/organizational metrics as well as compliance with relevant laws. State law determines the types and number of organizations permitted to act as authorizers.

The death spiral: This is the point in a school's decline when challenges, errors, and barriers become too pervasive, systemic, and intertwined with the school's core functions to allow for easy reversal.

Early warning system: This is a process for identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions.

Governing board: Sometimes referred to as a school board, this group of individuals serves as a charter school's governing body. The board is ultimately responsible for a school's quality and performance and serves an integral oversight role. A charter contract to operate a school is often held between the authorizer and the charter school governing board.

Indicators of distress: These are characteristics that occur early in a school's decline suggesting a school that is struggling to achieve or maintain high levels of quality. Indicators of distress tend to be more difficult to measure and easier to influence than lagging indicators; as a *leading* indicator, they might predict future failure.

Indicators of failure: These are output data points that occur later in a school's decline to measure how a school performed. Indicators of failure are easier to measure than indicators of distress but, as a *lagging* indicator, require more substantive interventions to influence.

School leader: This term is frequently used in the singular to most often reference a principal, but depending on the school, this may be one or more individuals who take on leadership or administrative responsibilities of a particular school.

Introduction

Charter school authorizers (authorizers) that are committed to fostering high-quality charter school options for all students have an imperative to understand the nature of school distress and failure.

Authorizers and other stakeholders need to be able to identify and understand schools experiencing distress, long before a state accountability grade designates a school as “failing.”

In theory, the charter school sector relies somewhat on market forces and family choice to remove unsuccessful schools from the educational ecosystem. However, research shows only roughly 5% of academically underperforming schools are closed annually, on average.¹ When schools are allowed to decline to a point that closure becomes the only option, the disruption of school closure and student mobility often exacerbate the negative effects on students.²

Rather than wait until a school fails, authorizers may have the ability to identify schools in distress at a much earlier stage. Authorizers often have access to data that allows them to recognize a school in distress at a stage when successful, manageable interventions are possible and the trajectory of hundreds or thousands of students can be improved. **While policy contexts and appetites for various interventions and supports will vary for different authorizers, all authorizers can benefit from understanding the leading indicators that often precede a school’s decline before decline has affected lagging performance indicators.** These early warning signs of a school in trouble provide a good starting point for flagging schools that may need guidance, supports, or simply a more thorough review.

Based on the needs of the field, the National Charter School Resource Center (NCSRC) sought to identify and describe characteristics observed in schools experiencing difficulty in achieving the ESEA’s definition of a high-quality charter school.³ We call these early warning signs *indicators of distress*. **This report provides the indicators of distress authorizers regularly encounter as a school’s quality begins to decline.** *Indicators of failure* are defined as those school-level data points that reflect a negative impact on students directly, or which would be unto themselves reasons to categorize a school

WHO CAN USE THIS REPORT AND HOW

- **State Education Agencies (SEAs):** to articulate definitions of quality schools, identify supports needed for schools to improve, and evaluate quality authorizing.
- **Authorizers:** to review and identify schools in distress prior to failure, potentially creating alignment across their data collection and touch points with their authorized charter schools to ensure they are collecting pertinent information.
- **Charter Support Organizations (CSOs):** to determine what and how to address struggling schools, and what support mechanisms are currently working or not.
- **Charter management organizations (CMOs), charter school boards, and the schools themselves:** to assess the trajectory of quality and health and drive improvement for schools in distress.

¹ CREDO, 2017

² CREDO, 2017

³ This brief is the first in a series identifying indicators that verge away from the level of high quality defined by the U.S. Department of Education under the Every Student Succeeds Act (ESSA). Throughout this brief and series, we refer to schools as *high quality and high performing*. These terms could mean different things in different contexts. States may define quality slightly differently.

as failing under state policy. Table 1 details the indicators of distress identified in our research as well as indicators of failure.

Table 1. Indicators of Distress and Failure in Charter Schools

Indicators of Distress ⁴	Indicators of Failure ⁵
<p>Leadership</p> <ul style="list-style-type: none"> • Mismatched leadership competencies to context • Inability to sustain leadership • Lack of systemic leadership development • Lack of leadership <p>Governing Board</p> <ul style="list-style-type: none"> • Inability to convene the board • Board’s deteriorating relationship with authorizers • Board’s inability to hold school leaders accountable • Inadequate board capacity to govern <p>Operations</p> <ul style="list-style-type: none"> • Breakdown in compliance and reporting functions • Failure to align to market needs <p>Finance</p> <ul style="list-style-type: none"> • Failure to properly manage finances • Misappropriation of funds <p>Talent</p> <ul style="list-style-type: none"> • Hiring challenges • Increased /midyear teacher turnover • Loss of specialty staff • Decrease in teacher capacity <p>Culture</p> <ul style="list-style-type: none"> • Poor student/family connection • Inhospitable professional culture <p>Instruction</p> <ul style="list-style-type: none"> • Lack of focus on instruction • Lack of cohesion or alignment in curriculum 	<ul style="list-style-type: none"> • Decline in student achievement • Decline in student progress • Decline in student growth • Decline in graduation rates • Decline in student safety • Decline in financial viability

We found that **authorizers tend to focus on indicators of distress related to leadership, board governance, operations, and finances** when determining whether a school is struggling. These categories of indicators of distress are nearer to the vantage points of authorizers, who frequently interact with individuals in board or school leadership positions and collect formal data related to a school’s operational and financial practices. However, they are largely indirect influences on student outcomes and in many cases are difficult to measure.

METHODOLOGY

We identified nine authorizers from across policy contexts and from a variety of authorizing entities to participate in data collection. A minimum of one person from each authorizer was interviewed for a total of 20 individuals, and documents related to school performance monitoring were collected. Data were analyzed using a coding scheme derived from the literature on core charter school functions, schools in distress, and school improvement. Additional information on this report’s methodology and on early warning systems as a framework can be found in [Appendix A](#).

⁴ The leading indicators, or indicators of distress, are derived from an extensive literature review and from authorizers’ perspectives and experiences.

⁵ The lagging indicators of charter school failure are derived from a literature review and from a review of state accountability frameworks.

Authorizers also identified other indicators of distress related to a school’s talent systems, culture, and instruction, but on a less-frequent basis. Talent, culture and instruction are more directly related to the indicators of failure, so they are no less important to a school’s health; however, they were less relevant to the role or scope of oversight of many authorizers. In other words, when authorizers are asked to reflect on indicators of a school in distress, categories closer to a school’s educational operation were less likely to emerge.

This report begins with analysis of the indicators of distress in charter schools. The subsequent section elaborates on how authorizers can reflect on the use of an early warning system of school distress in their own contexts. This section includes discussion of two key findings relevant to authorizers’ evolving role in identifying and supporting schools in distress:

EARLY WARNING SYSTEMS

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. We propose that an early warning system methodology can be applied to school-level indicators to identify schools in distress before the negative impacts on students are too severe to reverse.

This report is only the first step towards creating an early warning system for schools in distress. Future publications may support authorizers, networks, and schools in using the broader literature and research on indicators of distress to build out an early warning system tailored for each context. In some cases, this may mean using existing data in a different way. In other cases, it may require a system to think about collecting different types of data.

1. [The context and role of authorizing is evolving as the field matures, particularly as it relates to school improvement.](#) Authorizers are grappling with the implications of school improvement needs on their work in supporting school autonomy and accountability.
2. [Authorizers tend to focus on indicators at the upper layer or “stratosphere” of a school’s functions.](#) Authorizers identify indicators of distress related to school leadership, school governing boards, operational, and financial elements, which may reflect additional areas of concern lying below the vantage point of authorizers in the areas of talent, culture, and instruction.

CONTEXT IS EVERYTHING

Not every charter context is the same. Not all authorizers have the capacity or policy directives to collect and examine all potential indicators of distress, and authorizers must tailor their actions to reflect their role and function as articulated by their state’s legislation. Additionally, not all indicators will show up in each struggling school. **Early warning systems are great tools that work best when locally validated.** This means that a historical reflection on the characteristics of struggling schools needs to be done in each context to ensure the data being identified are the data most likely to predict further struggling schools.

Said another way, the indicators identified in this brief should be the *start* to the conversation about what schools struggling in your jurisdiction look like, rather than the conclusion of the conversation. An even more meaningful, reflective conversation would include stakeholders from varying levels of the charter sector working together to identify indicators.

Indicators of Distress in Charter Schools

The indicators of distress identified by authorizers across our sample (see Table 1) coalesced around what we call leadership, board governance, operational functions, and financial functions. This upper stratosphere of indicators may be further removed from student outcomes, but is deeply intertwined with indicators pertaining to the functions of a school that may lie just below an authorizer’s purview, including talent management, instruction, and school culture. The next sections will detail the scope of indicators of distress identified by authorizers across our sample, categorized using an evidence-backed framework on the core elements of a charter school system.⁶

Leadership

Of all in-school factors, school leadership is second only to teachers in demonstrating effects on student achievement.⁷ Not surprisingly given the demands and complexity of the charter school leader role, authorizers almost universally named school leaders as the foundation of a school’s health.

Mismatched leadership competencies to context. Schools may be in distress when authorizers observe that the school leader is not the right fit for the school or position. For example, the leadership position is somewhat dependent on the school’s position in the charter school life cycle. A founding principal may not necessarily be capable of transitioning from an entrepreneurial focus on start-up and design to the focus on instructional leadership necessary for a school to sustain high performance. For schools in distress, an otherwise qualified school leader may not have the specific skills necessary to pull the school out of decline.

Inability to sustain leadership. Leadership turnover was one of the most prevalent indicators of a school experiencing distress, especially if leadership turnover occurs frequently or in the middle of a school year. Frequent leadership turnover was one of the earliest signs of distress and appeared to inhibit the schools’ capacity to sustain improvement or to create a system or culture for retaining teachers.

Lack of systemic leadership development. A lack of succession planning to carry on the operations of a school after a founding principal leaves can indicate cause for concern. Authorizers described looking to see how a school leader “shared the governance burden” including how leaders ensured other staff members understood the school’s long-term plan, data, and assessments. “Founder’s syndrome,” as described by authorizers, may not be visible for many years after a school’s opening if the same leader

LEADERSHIP INDICATORS

1. Mismatched leadership competencies to context
2. Inability to sustain leadership
3. Lack of systemic leadership development
4. Lack of leadership

⁶ In 2017, the federally funded Center on School Turnaround at WestEd developed Four Domains for Rapid School Improvement: A Systems Framework. For schools currently failing, the framework identifies four areas of focus that research and experience point to as central to rapid and significant improvement to pull a school out of failure: *turnaround leadership, talent development, instructional transformation, and culture shift*. In 2020, the seminal framework was [adapted](#) to the charter context, recognizing the operational and financial consequences unique to charter schools looking to improve. It is no surprise, then, that these same focal areas: *leadership, talent, instruction, culture, operations, and finance* emerged from the literature as also being where schools show signs of distress.

⁷ Leithwood, Seashore Louis, Anderson, and Wahlstrom, 2004

remains. Until he or she departs, the absence of distributed leadership (such as collaboration between administrators and leadership teams and distribution of decision-making power) and succession plans may be the only indicator of impending distress. One authorizer described their charter sector experiencing a “generational shift” as the first founding wave of “mom and pop” and independent school leaders began to retire without succession plans in place.

Lack of leadership. Schools in distress may exhibit a lack of leadership, and the school runs as if no one is in charge. The leader is often away from the building and when present, is “absent” from major activities and decisions. This lack of leadership may exhibit as a loss of focus on the mission and vision of the school or on clear academic priorities, resulting in ineffective staff development or ineffective targeted support for struggling students. Teachers and other school staff can play critical roles in the effective leadership of a school site; however, distributed leadership does not compensate for a lack of principal leadership.⁸ For example, one authorizer reflected that an early sign of distress in one school was when the school leader had to go to other staff members for information.

Governing Board

Well-functioning governing boards focus on the overall health of the school, establish financial and performance goals in alignment of the school’s strategic plan, and ensure current practice is meeting established goals. At a minimum, strong governing boards have a check-in on school performance quarterly or incorporate an update into each month’s meeting for consistency.⁹

Schools in distress may exhibit governing boards in distress, as weak charter school governing boards have been found to contribute to charter school dysfunction.¹⁰ One authorizer articulated a belief that the governing board would nearly always be related to a school’s success or or failure, stating, “All the schools [that have failed] – whether it’s strictly academic or financial – it’s really the board.” The strength or weakness of a governing board to either avoid or address indicators of distress were frequently the defining factor in a school’s failure or turnaround. One authorizer noted that “even though we have way more interaction with the school leaders, at the end of the day the charter agreement is with the governing board, so anytime we are having...formal communication (with school leaders) we are looping in the governing board chair, because ultimately it lies with them.”

Inability to convene the governing board. Governing board engagement was a key authorizer concern, such as governing boards’ failing to achieve a quorum regularly, experiencing frequent turnovers and not being able to fill seats, or failing to meet regularly. Governing boards may experience high turnover, resulting in institutional memory loss and difficulty in creating and sustaining long-term plans.¹¹ Governing boards that do not meet often, or have members repeatedly absent from meetings,

GOVERNING BOARD INDICATORS

1. Inability to convene the governing board
2. Governing board’s deteriorating relationship with authorizers
3. Governing board’s inability to hold school leaders accountable
4. Inadequate governing board capacity to govern

⁸ Hallinger & Heck, 2010; Spillane, Halverson, & Diamond, 2001

⁹ Charter Board Partners, 2018

¹⁰ Hill & Lake, 2006

¹¹ Horn & Miron, 2000

lose both the opportunity to review how the school is doing and make a plan to hear input and expertise from members.¹² These indicators were early signs of “disconnect between the board and the school.” Compliance issues related to board membership and attendance raised early red flags for authorizers in some cases.

Governing board’s deteriorating relationship with authorizers. Weakened relationships between the authorizer and a school’s governing board, when previously characterized by a positive, problem-solving focus and open communication during good times, can signal a school in distress. Authorizers identified a decrease in communication as an indicator of distress. One authorizer described scenarios in which the

governing board chair would begin avoiding calls from the authorizer, either completely shutting down communication or funneling all communication through a school leader.

Governing board’s inability to hold school leaders accountable. Governing boards must balance individual relationships with school leaders to maintain open, supportive communication with the necessary professional distance to allow for accountability. Governing boards of schools in distress with founding leaders still at the helm may have an increased difficulty changing course, as founding leaders tend not to “divest... their influential powers and privileges” (Block & Rosenberg, 2002, p. 354). Governing boards with acting founder-leaders have “difficulty not only to say no to any plan of the founder, but even to subject it to rigorous scrutiny” (Carver, 1992, p. 14). Authorizers described instances when “some boards are completely in the pocket of the school leader,” such as when the founding governing board and principal all emerged from a shared social network. At times

these relationships inhibited the governing boards from conducting proper oversight when a school began exhibiting indicators of distress – one authorizer described a governing board that “chose the leader over the school” resulting in letting the school close rather than replace the school leader.

Inadequate board capacity to govern. Governing boards can struggle when they either do not have the correct capacity among members, or fail to deploy it appropriately. When it comes to making real change, evidence indicates that a “board’s stance on school... reform is an important constraint or enabler of...action” (McLaughlin & Talbert, 2003, p. 24). Governing board capacity and competencies are needed on the board in areas such as finance, real estate, pedagogy, human resources, community relations and stakeholder engagement. Well-functioning governing boards not only establish plans for the future, such as setting long-range financial and performance goals in alignment of the school’s strategic plan, but ensure current practice is meeting established goals as well. Boards often establish and monitor school operational, financial, and academic performance goals and hold school leadership accountable to these goals.

Governing boards must strike a delicate balance between autonomy and accountability, providing necessary oversight and governance without overstepping into the direct management of a school.

EQUITY REFLECTION: CAPACITY VERSUS ACCESS

Individual and organizational capacity in schools are important influences on the quality of education students receive. An individual teacher’s content expertise, a principal’s instructional leadership skills, or a school’s organizational adaptability are all important factors in school success. However, we caution authorizers to think critically about how they assess any individual or organization’s **capacity** versus **access**. Not all individuals and not all schools have equitable access to resources, funding, and networks. *As you consider these indicators, reflect on how your assessment of an individual or a school is influenced by potential inequities in resource access in your ecosystem.*

¹² Block & Rosenberg, 2002

Governing boards act to both monitor and support the school leader without micromanaging the school. Multiple authorizers described boards that struggled with that balance, either erring on the side of autonomy and not interfering even when a school was in need of support, or trying to manage a school directly instead of setting up the appropriate school leadership structures. Inadequate governing boards may also be in denial that the school is struggling. As one authorizer said, “the board wasn’t really willing to look itself in the mirror.” One authorizer recalled a school where the governing board had a deep psychological commitment to the school yet required external expert intervention to grapple with the “cold reality” of financial shortfalls before they could admit that the school had issues to resolve.

Operational Capacity

While a strong educational plan and team is imperative for a successful school, the operational processes and structures are integral in ensuring the educational plan is implemented. These structures – staffing, budget, schedule, vendors, and data decisions – are most efficient and effective when their support functions are aligned, working coherently with school and student needs.¹³ Authorizers echoed this point, observing that operational issues reflected on a school’s capacity to perform other functions, such as those related to academics. As one authorizer described it, “If you have (poor) operations, nothing else will follow.”

Breakdown in compliance and reporting functions. A lack of understanding about compliance is often the first indication that a school lacks appropriate organizational structures.¹⁴ Compliance breakdowns as potential indicators of distress include failure to conduct safety requirements such as background checks or fingerprinting, failure to comply with legal requirements such as registering board members appropriately and adapting to new state policy and legal requirements, or failure to adhere to reporting requirements or timelines. While these indicators may only be indirectly related to student achievement outcomes, authorizers described barriers to compliance as raising serious questions about a school’s capacity to safely and effectively provide students with a high-quality education. As one authorizer described it, “We’re finding when they’re missing those simple operational things, there are usually grander operational issues that are in existence.”

Failure to be responsive to market needs. Authorizers frequently named a school’s disconnect from the needs of its community as a sign of distress, which most frequently became evident when enrollment declined. Declining enrollment at times reflected overall trends in population shifts, changing communities, or of a charter school’s failure to adapt to changes within the community or maintain positive community relations. A school’s capacity to predict enrollment, including the nature of student need, provided authorizers with insight into the school’s capacity for planning. One authorizer described tracking reported projected enrollment against actual enrollment as a potential predictor of financial concerns. Other authorizers similarly described a school overestimating their enrollment as an indicator of future challenges. Authorizers also noted that declining enrollment can be the first quantitative indicator of other factors such as poor school culture or weak leadership that are more difficult to detect in normal reporting functions. Declining enrollment and financial challenges were indicators that often

OPERATIONAL INDICATORS

1. Breakdown in compliance and reporting functions
2. Failure to be responsive to market needs

¹³ Ouchi, 2009; Zavadsky, 2016

¹⁴ Ameal, 2016

appeared alongside each other as a school experienced decline. Another authorizer put it more succinctly: “Enrollment numbers generate dollars. If you don’t have the dollars, you don’t have a school. It doesn’t matter how much you love kids if you don’t have the dollars.”

Financial Management

As part of the public school system, charter schools receive public funding based on student enrollment, which, in most cases, comes from a combination of local and state funds. Per-pupil funding formulas and state and local funding amounts vary by state. Besides poor instructional practices, inadequate resources and financial management processes are the most common reasons charter schools fail.¹⁵

In contrast, sufficient budgetary planning, stable enrollment, and facilities are the three largest causes of financial stability of charter schools.¹⁶ Effective financial management requires schools to budget, manage monthly income and expenditures, plan and execute funding and enrollment strategies and targets, and manage grants as required.

Failure to properly manage finances. Indicators of distress related to finances can include a school operating over budget, missing payments to vendors, maintaining low cash on hand, receiving audit findings, or lacking funding to provide sufficient staffing and facilities upkeep.¹⁷ One authorizer described a specific charter school that quickly exhibited facility-related challenges as the first indicator of distress and noted that

failure to secure an appropriate building early in the process could have inhibited other important processes, like teacher hiring. A school experiencing financial struggles, such as failing to keep a certain number of days’ operating expenses in cash, might point to a school leader who was not providing oversight for finances. One authorizer noted that when a school leader is “not marshaling resources correctly, [it] means that you’re getting close to kind of circling the drain.”

Misappropriation of funds. Frequently, the first sign of distress cited by authorizers was the authorizer learning of resource mismanagement by “bad actors” holding leadership positions. One authorizer noted that a series of short-term cash flow problems was the first sign of distress in a school that ultimately fell under criminal investigation. These challenges often became known to the authorizer through background reviews early in the charter school’s application process or through reports from other in-school stakeholders alerting the authorizer to potential mismanagement.

FINANCIAL INDICATORS

1. Failure to properly manage finances
2. Misappropriation of funds

THE DEATH SPIRAL: HIGH WINDS OR HURRICANE?

Authorizers need to carefully weigh whether indicators of distress are identifying schools experiencing temporary challenges or setbacks versus patterns of indicators that could mean a school is in distress. When a school was flagged as challenged or struggling by an authorizer, it was frequently described as a series of related indicators of distress, with leadership, governance, operations, and finance signaling deeper issues throughout the school. As one authorizer described the experience:

“It’s kind of like a death spiral frankly. You got a struggling academic program, you lose kids, you’ve got less resources, you aren’t able to attract teachers ...now we’ve got the teacher shortage over the last five years... And so all of those things go together ... it usually isn’t a single reason for declined performance. It’s typically a combination of factors that come to play.”

¹⁵ CER, 2011; David & Helsa, 2018

¹⁶ Ameel, 2016

¹⁷ Hayes & Keller, 2009

Talent, Culture, & Instruction: Indicators Within the Lower Stratosphere

Indicators of distress identified in the following sections are closer to a school’s core work of teaching and learning, but further from the authorizer’s actions and jurisdiction. This does not mean these indicators are any less important in identifying schools in distress, but rather that they frequently fell just outside an authorizer’s purview and role. In fact, we heard from many authorizers that indicators of distress in leadership, governance, finance, or operations were frequently tied to concerns related to talent, culture, and instruction but yet these latter categories of concerns fell outside of the authorizer’s most frequent means of data collection, and more importantly, jurisdiction of roles. This differentiation underscores the importance of viewing school distress as a systemic state that is the responsibility of multiple stakeholders. While authorizers may see the indicators at the upper stratosphere of school functions, more may lurk beneath. This observation is explored in more depth in the [Discussion](#) section, but additional research is necessary to learn how observers closer to these components describe schools in distress.

Talent

Strategic talent development requires that charter school leaders understand the short- and long-term talent needs, and recruit, select, support, promote, and retain accordingly. An effective talent system will identify teachers who are excelling, plateauing, or struggling, provide the top performers with opportunities to influence their peers and reach more students, and give teachers the ability to advance while remaining in the classroom. Authorizers’ perspectives on talent reflected their understanding of the importance of strong teachers, and especially on the important role that teacher retention and development play in student achievement and school success. However, authorizers often had less direct interaction with a school’s instructional staff than with school leadership or a school’s board. In addition, authorizers interpret their authority over issues related to talent to be minimal, as their interest is in preserving school-level autonomy over hiring.

- Hiring challenges.** Schools in distress may exhibit ineffective human resources practices, such as limited or late recruitment, limited or no screening of applicants, and “hasty” hiring. Indicators of distress might include failure to hire a full teaching staff before the start of the school year. One authorizer noted a red flag if

a school “couldn’t afford to put teachers in the classroom” which points to additional financial concerns.

- High teacher turnover.** Multiple authorizers described high teacher turnover as an indicator of a school in distress, potentially tied to school leadership and to the school’s overall culture. Teacher turnover can be a crucial impediment to a school attempting to make improvements or escape from the death spiral.
- Loss of specialized staff.** Multiple authorizers described high turnover in special education teachers as a red flag. One authorizer noted that licensed special education teachers are difficult to replace, especially midyear.
- Decreasing teacher capacity.** Schools in distress, especially schools experiencing declining student enrollment and therefore less funding, may curtail the hiring of qualified personnel and instead rely on new teachers, or untrained paraprofessionals or “volunteers.”¹⁸ For multiple authorizers, a general sense of teacher capacity and the quality of instruction and classroom management was identified as an indicator of distress during school visits.

¹⁸ Fryer, 2012

Culture

High performing schools establish trust, overcome language and cultural barriers, increase the quality and quantity of school-family interactions, and equip families with strategies they can use to support student learning at home.¹⁹ Family engagement is important, particularly in charter schools, as schools often need to actively recruit families by understanding and meeting their needs.

Digging into staff culture, beyond basic data on teacher retention, was often seen as outside the scope of authorizers' work. Authorizers had minimal consensus around what constituted a culture-related indicator of distress and rarely pointed to indicators of distress related to culture, beyond high-level indicators such as enrollment or absenteeism. Only one authorizer mentioned analyzing school discipline trends by student subgroup. Assessing and intervening in school culture was beyond the authorizers' interpretations of their roles. The indicators referenced by multiple authorizers and backed by research are below.

- Poor student and family connection to school.** Multiple authorizers described student re-enrollment, absenteeism, and attendance as the most accessible indicators of school culture

Instruction

Research has vastly improved our understanding of what high-quality effective instruction looks like; however, the translation of this research into practical implementation varies greatly. Teachers need the capacity and support to be able

¹⁹ Paredes, 2011

²⁰ Anderson et al., 2010; Lachat & Smith, 2005

²¹ Hamilton et al., 2009; Lachat & Smith, 2005; Love et al., 2008

EQUITY REFLECTION: AN ABSENT INDICATOR?

The capacity of charter schools to provide high-quality education to students from historically disadvantaged and underserved communities is a key interest to all stakeholders. It is notable that throughout data collection, a school's capacity to serve at-risk students, or students from historically disadvantaged and underserved communities was absent. While many charter schools certainly aim to close the opportunity gaps that exist among subgroups, there is little evidence that authorizers consider failure to do so as an indicator of distress. *As you consider these indicators, reflect on how your assessment is holding schools accountable for serving **all** students.*

and of students and families' connection to the school. One authorizer called these data "the low hanging fruit."

■ **Inhospitable professional culture.**

Some authorizers described receiving direct complaints about poor culture or staff harassment, which would trigger further investigations – although not all authorizers had formal authority to act on these complaints.

to identify student learning needs and base their instruction around them,²⁰ identify and build effective scaffolding into their instruction to support students based on their needs,²¹ and understand

how to use student assessment results to adapt their instructional plans as needed.²² Effective data use also allows schools and authorizers to track issues of student equity and drive professional learning initiatives for teachers.²³ Schools in distress may lack the alignment and coherence among the curriculum, instruction, and assessment as well as teacher capacity to analyze student assessment data to pick up on clues of this misalignment.²⁴

Whether or not it is the purview of authorizers to evaluate a school's instruction beyond their student assessment outcomes is an open question. Authorizers only occasionally named instruction and curricular elements as indicators of distress in charter schools, potentially due to the level of involvement required to identify these issues within schools.

❶ **Poor or declining assessment outcomes.**

Most authorizers named state-reported assessment data as the nearest indicator of instructional quality that could signal a school in distress.

❷ **Lack of focus on instruction.** One authorizer reflected that they should have recognized a red flag in one school that focused all improvement efforts on structural issues instead of questions of instruction and how to ensure their model was reaching all students.

❸ **Lack of cohesion or alignment in curriculum.** Some authorizers reviewed schools' curricula against state standards, or against a school's overall mission and instructional design to assess the alignment among these pieces.

²² Hamilton et al., 2009; Love et al., 2008

²³ Shannon & Bylsma, 2007

²⁴ Duke, 2008, pg. 669

Discussion of the Authorizer's Role: Starting the Conversation about Struggling Schools in Your Context

This report should **not** be interpreted as a call for universal increase in data collection by authorizers. The process of identifying schools in distress does not require vast reams of data or an increase in demands on schools to spend staff time creating reports for authorizers. For many authorizers, employing an early warning system based on indicators of distress **simply means looking at existing data differently**. The authorizers interviewed did not require costly data systems to identify nuanced patterns. Instead, they relied on data already being collected and professional judgment honed by decades of collective experience. **Creating an early warning system for schools in distress provides a structure for authorizers and other stakeholders in the ecosystem reviewing data, likely data they are already collecting, in a longitudinal fashion with an eye toward decline.**

However, collecting and reviewing data is just the first step. To act on the findings, authorizers must have the capacity and relationships to work with schools or other stakeholders in their network to identify the indicators of distress and, depending on the nature of their role, support schools in diagnosing core challenges and identifying evidence-backed interventions. In this section, we discuss several implications authorizers considered when identifying schools in distress and the actions to take once they've been identified. We focus on how authorizers can reflect on their role in supporting schools in distress while maintaining school-level autonomy.

Each of the remaining sections of this report include reflection questions to help authorizers, and other charter school supporters, consider their own contexts and capacities related to charter schools in distress and our collective responsibility to supporting all students in receiving a high-quality education. [Appendix C](#) provides the list of questions posed.

The context and role of authorizing is evolving as the field matures, particularly as they relate to school improvement.

The context of authorizing has continued to evolve as the field matures, particularly as it relates to school improvement. The overall context of charter school authorizing, including supports available for school improvement and the nature of school closure in relation to politics and public opinion, has changed since the early days of charter school legislation. Experienced authorizers noted that the modern charter sector has deepened its understanding of school needs – in other words, professionals working within and near schools know more about how to improve a struggling school than we did 10 or 20 years ago. In regard to struggling schools that ultimately require closure, some authorizers pointed out that market forces alone have not fully eliminated low-quality schools from the ecosystem. As one authorizer described it:

“In 2010, the whole national landscape around authorizing was very different than it is today. At that time, we were dealing with the consequences of letting 1,000 flowers bloom... opening charters just for the sake of innovation with very little accountability...They just felt like market-driven approaches would change things and that’s not always the case.”

The charter sector in 2020 faces slower growth in new school openings, which further complicates the role of authorizers as it relates to low-performing schools.²⁵ Authorizers are once again revisiting their frameworks and strategies to ensure a balance of autonomy and accountability in their practice of ensuring a high-quality charter sector. Whereas 10 years ago authorizers struggled with how to create formal performance frameworks for accountability, today many authorizers have moved on to how to engage in school improvement, what strategies to employ, and how to operationalize them into practice:

“I think it’s a maturity aspect for the authorizing [sector]...to think about what does intervention look like and how do you operationalize it. I think authorizers are really struggling with putting someone on probation, having an action plan, revisiting that action plan. I think that’s something we’re still trying to figure out as a charter sector.”

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

The Delicate Balance of Autonomy and Accountability in Authorizer Practices

During interviews, authorizers articulated explicit, thoughtful beliefs about their roles in supporting quality at the school level. The underlying tension of autonomy and accountability shape how different authorizers design and interpret their roles and responsibilities related to schools in need of improvement, as depicted in Figure 1 below. In addition to the policy and legislative environments unique to each state and locality, authorizers have varying abilities – dictated both by policy and philosophy – for the work of identifying and supporting schools in distress.

Figure 1. Authorizers’ Balance of Accountability and Autonomy



²⁵ David & Hesla, 2018; Lake, 2017

For example, one authorizer described direct supports, such as governance board training, as categorically not the role of the authorizer:

“Our value proposition is to make sure that our accountability is high enough that it requires boards to raise themselves to that level...We can connect them with people who can help them do that, and be a really good thought partner...but it’s truly not our responsibility to require, or to hand walk boards through these different things...That wouldn’t be right. Part of the bargain is they need to be autonomous and they need to be able to handle this stuff themselves.”

On the other hand, authorizers also described designing and providing direct trainings to charter school leaders, which often focused on the authorizer-school relationship or specifics of regulations related to charter schools. One authorizer described recognizing this need: “Our office has really taken a turn toward being more proactive on educating our charters than we used to. That’s a new piece for us...previously you got your charter, you opened, and good luck. Now we have a training that all charters attend after approval and prior to opening to alleviate that a bit.” Universally, authorizers focused on helping schools locate other sources for support, including other schools, charter school support organizations, state education agency supports, or external trainings.

Even when authorizers provided direct supports to schools or reflected on providing any sort of guidance, these interactions were almost always couched as suggestions versus mandates and focusing heavily on the metrics the school would be expected to uphold rather than the specifics of how they achieved them. One authorizer described this careful balance: “We can throw out suggestions, but then it’s up to them to listen to us. [We’ll say] ‘Okay, here’s my measurement. Down the road, I’m going to have my team measure you and see if [the changes implemented made a difference].”

Authorizers interpret their role of ensuring schools are of high quality as a crucial element of ensuring autonomy within the charter space. As one authorizer described their role, “We believe that we can help and support in a lot higher level than just the compliance piece. We don’t own and operate the school, so there’s a fine line there. But ultimately, we want to have quality education, so we look for ways to help support to ensure that’s happening in our schools.” Similarly, other authorizers described the value-add of an authorizer as providing a mechanism to guide an operator to “exit the space” if their application or performance demonstrated that the school was not providing a high-quality option for the students in that community.

When working with schools in distress, one authorizer described their challenge to “balance trust and accountability...**If you’re an authorizer that doesn’t have a trusting relationship with a school, you’re probably not going to be able to get that school leader out of crisis mode.**” The same authorizer noted that “difficult conversations” were often a component of that trusting relationship. In other words, these authorizers interpreted the trusting relationships they developed with schools’ boards and leaders as key to their understanding what schools were in distress and how to support the professionals in those schools to their work to serve students.

Authorizers consider their own value to be far beyond compliance or oversight; however, they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions

for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. **As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.** For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

Authorizers tend to focus on indicators at the upper layer of the stratosphere of a school's functions.

Authorizers identified indicators of distress related to school leadership, school governing boards, and operational/financial management elements. These indicators are certainly crucial ones related to charter schools' failure or likelihood of improvement. However, they also tend to be less directly related to student outcomes than other indicators. For example, the quality of the school leader is only indirectly related to student achievement outcomes, whereas the quality of a specific teacher would be expected to correlate to student achievement more directly.

The reason for this focus at what we call “the upper stratosphere” of school functions is likely related to authorizers' vantage point and area by which an authorizer can influence decisions based on the agreement and balance of autonomy for accountability. Authorizers described the systemic nature of school distress that often lurked just below the surface of individual indicators. For example, many authorizers described developing deep understandings of governing board capacities and functions since this is the entity the authorizer interacts most with, issues the charter to, and in some cases has an articulated authority or inclination to provide supports in this area.

As another example, multiple authorizers described frequently identifying enrollment declines as an indicator of distress. Declining enrollment on its own would be an important data point, but declining enrollment could also be related to poor relationships with families, decreased quality of instruction, or eroding school culture. Simultaneously, that change in enrollment could lead to financial struggles as overall per pupil funding declined in proportion.

The Critical Importance of the Authorizer-School Leader Relationship

While the existence of indicators of distress at the governing board and leadership level may signal additional indicators below the stratosphere, authorizers universally pointed to the capacity, or lack thereof of board and school leadership's ability to hear and act on difficult information as the deciding factor in a school's trajectory to continued failure or reversal. Authorizers painted the picture of schools in distress as engulfed in what they dubbed the “death spiral” wherein leaders exhibit a downward “spinning” trajectory of distrust, lack of openness, and proactive actions.

The Death Spiral is a strong force that clouds individual professionals' decision-making and ability to look beyond immediate crises to the long-term effects.

Figure 2. Indicators of Distress and the Death Spiral

Indicators of Distress



Authorizers noted that school leaders’ behaviors often changed noticeably when a school began experiencing distress, signaling they had entered “the death spiral.” One authorizer described school leaders becoming visibly “hostile” when confronted with objective data, as though “they don’t want to hear the facts or see the facts.” The same authorizer noted that once a school was in the death spiral the leader would regress into “a crisis mentality, and it is catastrophic...they’re not helping themselves. It would be really valuable for them to just take a pause, take a deep breath, and try to solve problems. But they get into this chaos crisis mode and they can never get out of it...they compound the problem.”

Another authorizer named the concerning behavior as “cagey...if I am getting spin and not straight talk. You’re in survival mode. You’re trying to protect what you have and that becomes your orientation. It becomes less student-centric and more about are

we preserving the institution.” As one authorizer noted, “if you’re not being clear with me about those problems then I know things are not going well.”

For readers interested in exploring this topic further, please see the Reflection Questions in [Appendix C](#).

Conclusion

When schools begin to exhibit indicators of distress, an authorizer may be the first external stakeholder to encounter concerning data or behavior. Authorizers are frequently the first stakeholders beyond the school itself with the capacity to recommend, provide, or mandate (depending on a variety of factors) supports or corrective actions. Yet, authorizers must balance this unique opportunity and vantage point with the structural imperative of maintaining school-level autonomy, even as the need for school improvement in some contexts becomes increasingly central to conversations of policy and practice.

For Further Reading

For Part 2 of the Indicators of Distress series, the NCSRC will release a toolkit including more detailed descriptions of indicators of distress, including specific data points relevant to each category of indicator and examples of data collection instruments and reflection tools used by authorizers around the country. This toolkit will also include action steps for authorizers interested in building out an early warning system for schools in distress within their portfolios. Additional research is planned to further explore indicators of distress and build out a complete depiction of charter schools in distress, in order to better support all actors in the charter school system in identifying and supporting these schools and the students they serve.

Appendix A: Methodology

This report was prompted by a need to better understand authorizers' experiences with schools in distress, and by an intention to improve knowledge of the supports provided to or available for struggling charter schools. A brief review of literature and of the needs analysis conducted of Charter School Programs (CSP) grantees in Fall 2019 revealed a gap in research on high-quality authorizing practices and on charter schools in distress. This research did not intend to identify best practices or successful strategies, but rather focused on providing a description of authorizers' observations, grounded in a rich analysis of evidence and corresponding documentation of authorizer processes. Three research questions guided design, data collection, analysis, and the presentation of findings:

1. *What “indicators of distress” do authorizers observe in charter schools prior to designation as a “failing school”?*
2. *How do authorizers of varying capacities identify schools in distress?*
3. *How and under what circumstances do authorizers of varying capacities respond to schools in distress, either with internal processes or interventions to reverse declines?*

Theoretical Framework: Early Warning Systems

By combining the use of an early warning system for identifying at-risk scenarios before a crisis, and the systemic nature of distress characterized by “the death spiral” of organizational failure, we constructed a framework that considers an early warning system approach to identify charter schools in distress prior to their entering the death spiral of school failure.

An early warning system begins by identifying patterns and characteristics from previous events that turned out to be risky, testing those patterns in a local context to identify specific indicators and thresholds for risk, and then using the characteristics in a systemic way to identify scenarios of risk and to efficiently target interventions. We apply a methodology parallel to an early warning system to identify at-risk schools by collecting data on authorizers' observations of schools in distress and identifying characteristics they observed in schools that eventually closed, with the intention that the resulting findings could inform later empirical testing of these indicators within a local context. Using an early warning system can allow authorizers and other stakeholders to identify schools before they enter a stage of distress or failure that is too deep, systemic, or extensive to recover.

Early warning systems in education are most commonly used to identify students at-risk of not completing high school. The most common use of an early warning system in education is to prevent students from dropping out of high school, by identifying students as early as possible who may be at risk of doing so.²⁶ These systems are based on broad empirical data, but validated within each local context to determine exactly which indicators of distress can be collected and analyzed to identify students who are not being served well by the current system. Specific patterns of data such as attendance records, course completion, student mobility, and course grades might indicate a student in distress at a stage early enough for

²⁶ Allensworth & Easton, 2005; Allensworth & Easton, 2007; Balfanz, Herzog, & Mac Iver, 2007; Neild & Balfanz, 2006; Silver, Saunders, & Zarate, 2008

targeted interventions to have a positive impact.²⁷ Just as a student’s decision to drop out of school is a gradual process that starts well before high school, schools that fail to meet their renewal targets also exhibit clear signs (“early warnings”) in the years prior, that enable states, authorizers, charter support organizations, and governing board members to identify which schools are at greatest risk of not meeting renewal criteria. Using an early warning system for schools can also provide a roadmap about what schools need to improve their achievement.

Data Collection and Analysis

Data collection occurred from December 2019-February 2020. Interviews were the primary mode of data collection and were informed by an extensive document review that evolved to form an independent data set informing findings. Table 1 provides additional detail on the sample and data collection. Authorizers were chosen based on the state standing on authorizer practices from Center for Education Reform. The authorizers were sorted by various characteristics the researchers felt should be represented in the overall pool of authorizers to be included in the guide. These “pool” characteristics included:

- Types of authorizers, including local school boards, institutions of higher education, nonprofit organizations, state-level boards and agencies, and local government agencies
- Capacity of the authorizer, as defined by size of authorizers’ portfolios, policy environment, length of history of authorizing work and number of staff dedicated to authorizing
- Diversity by authorizing approaches

This research began with a literature review examining the existing research about efficient and effective charter schools and authorizer practice, including theories and essays as well as reviews of empirical research and major research studies. This review identified indicators that the research suggests contribute most to effective charter schools, and when available, indicators of when a school began to decline or was declining, and showing signs of distress. This set of indicators were organized into a framework that served as the basis for the interviews and document review of authorizers practice. The data collection and analysis processes were framed by early warning system methodology.

For the review, a team of three researchers from NCSRC reviewed and analyzed evidence about authorizer practices from each participating authorizer. The review process consisted of two parts: a document review and an authorizer interview. Document review focused on publicly available authorizer documentation related to applications for operation, review, and expansion and replication reviews. The document review informed the analysis of indicators of distress collected by authorizers through formal review processes and provided foundational content to customize interview protocols. Interviews were conducted with volunteers from each authorizer, targeting leadership staff and staff involved with reviewing and supporting schools. Interviews were conducted individually when possible and with teams of staff when the authorizer preferred. All interviews were recorded, transcribed, and coded using a coding scheme derived from the literature review and document analysis. An iterative coding process evolved to incorporate additional themes that emerged from interview analysis. A description of the data collection by authorizer is in Table 2.

²⁷ Halverson, Prichett, & Watson, 2007; Herman & Gribbons, 2001; Huffman & Kalnin, 2003; Fiarman, 2007

Table 2: Data collection across authorizing agencies

Authorizer (State)	Participants interviewed	Document review: policies and procedures for monitoring and renewal	Document review: performance frameworks (Academic, Organizational, Financial)	Document review: examples of school annual reports and renewal reports	Document review: charter school intervention process
Arizona (AZ)	2	X	X		X
Ball State University (IN)	2	X	X		X
Central Michigan University (MI)	3	X		X	X
Daleville Community Schools (IN)	1	X	X		
Delaware Department of Education (DE)	2	X	X	X	
Indianapolis Mayor's Office (IN)	6	X	X	X	
Metro Nashville Public Schools (TN)	1	X	X		X
Shelby County Public Schools (TN)	1	X	X	X	
Tennessee State Board of Education	2	X	X		X

To facilitate robust data collection and to ensure participant protections, all interview participants were provided with the opportunity to make all or portions of their interview off the record or anonymous. Participants who are quoted or referenced in examples in this report were given the opportunity to review quotes and statements for accuracy. This report summarizes the aggregate results from the reviews and makes recommendations for authorizers, state education agencies, CSOs, schools boards, and schools to consider within their own contexts and objectives. The final report benefitted from the following review processes:

- Internal reviews by charter school experts including those with backgrounds as: charter school leaders, charter school data and reporting analysts, researchers
- External review by representatives from charter management organizations and authorizers
- External reviews by partner organizations
- Periodic reviews for the application of diversity equity and inclusion standards (see [Appendix B](#))
- Review by representatives of the U.S. Department of Education Office of Charter School Programs

Appendix B: Diversity Equity and Inclusion Standards for Education

NCSRC employs a protocol for ensuring diversity, equity, and inclusion standards are considered within any major research effort.²⁸ While not all research will completely align with these standards, the standards provide a framework for review and articulate the goal for all publications. NCSRC strives to improve our capacity to incorporate these standards into research and practice and the authors welcome conversations and feedback.

The protocol requires review at the following stages of research:

- Literature review/background context
- Research questions
- Data collection and sampling
- Data analysis
- Sense-making
- Dissemination

The following standards are a selection of those that guide the review protocol:

- The extent to which the research incorporates the perspectives of diverse populations
- The extent to which the research incorporates the impact or potential impact of proposed interventions on diverse populations
- The incorporation of a plan for bias-awareness and bias-reduction
- The avoidance of a deficit model for describing inequities in educational outcomes
- The incorporation of culturally responsive policy, school operations, and instruction
- The usefulness of resulting publications for a variety of audiences

²⁸ These standards are informed largely by the [University of Northern Colorado's College of Education and Behavioral Sciences Diversity and Equity Framework](#) and the [American Economic Association's Best Practices in Conducting Research tool](#).

Appendix C: Reflection Questions From This Report

Authorizers maintain some of the most important data records on individual schools and have capacities for identifying schools in distress well before closure. While charter school authorizers may not always have the capacity or authority to intervene in a struggling school, authorizers do identify as having an imperative to maintain high quality in schools within their portfolios to ensure all students have access to high quality options.

- 1. As an authorizer, how are your authorizing practices continuing to evolve to determine if schools are struggling before students are negatively affected?*
- 2. How can your authorizing capacity or resources be better aligned to identify and support schools in distress?*
- 3. How can your authorizing process better ensure equity of outcomes of all students?*

Authorizers consider their own value to be far beyond compliance or oversight, however they also think critically about how to balance autonomy and accountability in the case of a school in decline. Authorizers described the dilemma of negotiating their roles when a school in distress exhibits behaviors or decisions for interventions that lack an evidence-base or appear to fail to meet the needs of the challenge or context. As authorizers' role in both monitoring and supporting schools evolves, authorizers are acknowledging the difficulty in knowing how far to allow a struggling school to go in the name of autonomy.

- 4. Where does a school's autonomy end and an authorizer's responsibility for accountability begin? Does this balance change in underperforming schools?*
- 5. Does your current relationship with schools support problem-solving collaboration? Are you able to have difficult and transparent conversations with school boards and leaders, for example around equitable outcomes or community responsiveness?*
- 6. At what point and in what ways would you or could you provide support? How would you balance these supports with school-level autonomy?*

Authorizers collect extensive amounts of information about their schools' capacity, programming, functioning that can be used as a way to determine whether schools are struggling, but likely will not contain all the data needed.

- 7. How can you develop and improve partnerships with other stakeholders in your ecosystem to gain a full perspective on the indicators of distress?*
- 8. What other stakeholders in your ecosystem may benefit from having these indicators of distress?*
- 9. What systems are currently in place that could be leveraged to identify and supports struggling schools before student are negatively impacted?*

10. How do schools in your portfolio seek support if they are showing signs of distress? What supports do they have access to? Do all schools have access to the same supports? What needs are not being served by the current options for support?

School leaders and boards who were able to reverse the death spiral were willing to hear where they were falling short and were also capable of acting on it. The conversations that we hope to prompt with this research will not be easy or finite. But only by having these ongoing critical conversations across the sector can we continue to improve outcomes for all students.

11. How do you establish norms for relationship building with schools from the early stages and maintain an open line for suggesting and providing supports and resources?

12. How is the information collected, analyzed and shared with the school board and/or school itself?

Last, how can you consider whether an early warning system would work in your context? To start, begin a conversation within your team and other stakeholders within your ecosystem about indicators of distress in your sector:

13. Reflecting on a recent school(s) that was underperforming, or you've had to close, were there flags earlier that the school was struggling? What were they?

14. At what point do certain red flags or a combination of red flags signal it's time to take a more active role? What is your role at that point?

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