



RFP 25-79577

TECHNICAL PROPOSAL QUESTIONS - Detailed Scope of Services

Charter School Incubation

The Mind Trust

Technical Proposal

1.1 - Vision for Expanding Indiana's Charter Sector

The Mind Trust (TMT) strives to provide every Indianapolis student access to an excellent education by amplifying the power of neighborhoods and communities to lead education change, supporting schools to grow and excel in a thriving education ecosystem, and promoting racial equity in Education.

The Mind Trust believes:

- Our education system has never effectively served Black, Latino, or low-income students.
- All children, no matter their background or circumstances, can excel under the right conditions.
- The perspectives of community members must be valued and their voices should shape education innovation and transformation.
- Great teachers and school leaders are the most critical ingredients for student success.
- Great schools have the autonomy to innovate and make decisions at the school and classroom levels and are held accountable for achieving excellent results for their students.

These beliefs guide the work of The Mind Trust and are especially important to the work of the School Launch Fellowship, an experience for excellent school leaders preparing to launch or expand a new charter or innovation school in Indiana. The Mind Trust is excited about the opportunity to help expand the charter sector and this Fellowship throughout Indiana. We are well-positioned to



help aspiring school and network charter leaders successfully launch innovative, high-quality school models through the support of TMT's School Launch Fellowship.

Over the course of five years, **TMT seeks to support the launch and replication of 10-15 charter schools throughout the state, anticipating approximately two replication School Launch Fellows and one single site new School Launch Fellow each year.** These numbers are approximate and will be based on community need, demand, and the readiness of successful networks to replicate. While the budget and scope of work is written for 10-15 charters, we would be excited by and welcome demand beyond 10-15 schools, and have the internal supports ready to accommodate more growth.

Diagnosing Community Need:

The Mind Trust recognizes that multiple external factors— political climate, philanthropic support, facilities access, strong authorizing practices, and community and stakeholder engagement—are critical to the sustainability of charter schools. To ensure strategic planning before the launch and recruitment of fellows, The Mind Trust will conduct a comprehensive needs assessment to identify optimal school locations and the leadership profiles necessary for launching and sustaining charter schools in targeted regions.

As part of this initiative, The Mind Trust will actively collaborate with Indiana's approved charter authorizers, leveraging established relationships to gain critical insights into their pipelines. This collaboration will enable a comprehensive assessment of the sector's current and future needs. Additionally, statewide academic data will be analyzed to identify areas where new school options are most needed, and an innovation audit will be conducted to pinpoint regions lacking access to innovative school models.

Aligned with The Mind Trust's unwavering commitment to deep community engagement and collaborative co-creation, listening tours will be held throughout the state to ensure community input shapes the growth of Indiana's charter sector. Where feasible, The Mind Trust will also seek partnerships with innovative districts working to expand student options.

TMT’s Statewide Incubation School Launch Goals:

Table #1 - Anticipated Number of School Launch Fellows Annually

Year	Number of Brand New School Launch Fellows (NSL)	Number of Replication School Launch Fellows (RSL)
Year 1 - Cohort 1 <i>2025-2026</i>	1	2
Year 2- Cohort 2 <i>2026-2027</i>	1	2
Year 3- Cohort 2 <i>2027-2028</i>	1	2
Year 4- Cohort 4 <i>2028-2029</i>	1	2
Year 5- Cohort 5 <i>2029-2030</i>	1	2
Total	5	10

Goals, Actions Steps, and Deliverables

The Mind Trust will rigorously track the success of its statewide incubator through clearly defined goals, action steps, and measurable deliverables. These goals focus on recruiting exceptional talent to launch or replicate innovative and proven school models, delivering a high-quality fellowship experience for each participant, and ultimately increasing the number of high-performing charter schools across the state. By setting specific objectives and rigorously evaluating progress, The Mind Trust seeks to ensure the long-term impact and growth of high-quality educational options for students and families throughout Indiana.

Table #2 - Annual Incubation Goals, Action Steps, and Deliverables

Annual Incubation Goal	Action Steps	Deliverables
Conduct Thorough Diagnostic Work to Develop a Thorough Understanding of the Needs of the State		
<p>Complete a comprehensive assessment of the sector’s current and future needs.</p>	<ul style="list-style-type: none"> ● Collaborate with Indiana’s approved Charter Authorizers to gain insight into their pipelines. ● Analyze statewide academic data ● Conduct an innovation audit 	<ul style="list-style-type: none"> ● Report of Findings from the Comprehensive Assessment of the Sector’s Current & Future Needs
Recruitment & Selection of Top-Tier Talent		
<p>Recruit 3-5 high-quality School Launch Fellows annually.</p>	<ul style="list-style-type: none"> ● Work with TMT Communications Team to Develop Recruitment Collateral for Fellowship ● Partner with authorizers and both local and national organizations to actively identify and recruit potential fellows 	<ul style="list-style-type: none"> ● Final Applicant Summary ● Fellows Selected and Fellowship Experiences Launches Summer 2025
High-Quality Fellowship Experience		

<p>Each brand new charter school Fellow will incorporate their new 501c3; develop bylaws; and recruit an effective Board of Directors.</p>	<ul style="list-style-type: none"> • Provide technical assistance and coaching support to fellows on developing or codifying their school's concept • Provide technical assistance and coaching to Fellows on Board Member recruitment and selection 	<ul style="list-style-type: none"> • Articles of Incorporation filed • List of Board of Directors accompanied by Resumes • School Bylaws
<p>Each fellow will submit a high-quality new or replication charter application.</p>	<ul style="list-style-type: none"> • Provide technical assistance for charter application writing; Review scores from successful and unsuccessful charter applications • Conduct 1-2 mock charter hearings to prepare each fellow and their Board of Directors for the hearing 	<ul style="list-style-type: none"> • Completed Charter Application • Awarded Charter
<p>Fellows are proficient in the basics of: (1) academic instruction, (2) assessment, (3) school operations, (4) school finance and budgeting, and (5) stakeholder management.</p>	<ul style="list-style-type: none"> • Where there is internal expertise at The Mind Trust, leverage that talent to coach Fellows through check-ins and formal professional development. 	<ul style="list-style-type: none"> • A codified playbook outlining the schools philosophical approach to school. • A codified playbook outlining the protocols and procedures that drive the academic

	<ul style="list-style-type: none"> Where there is no internal expertise at The Mind Trust, deploy subcontractors with expertise in the needed domain to deliver coaching and formal professional development to Fellows. 	<p>and fiscal goals of the school.</p> <ul style="list-style-type: none"> A codified playbook outlining the supporting structures that ensure consistent engagement with stakeholders—students, parents, community groups, local politicians, etc. Ability to demonstrate mastery on performance tasks connected to the domains of knowledge listed in this goal.
100% of fellows will complete and submit a quality Charter Schools Program Grant (CSP) application to the IDOE by the grant application deadline.	<ul style="list-style-type: none"> Provide technical assistance on CSP grant writing. 	<ul style="list-style-type: none"> Completed CSP grant applications for each fellow.
Increased Number of High-Quality Charter Seats throughout the state		
Successfully identify facilities for school launch or expansion.	<ul style="list-style-type: none"> Collaborate with local facilities experts to provide technical support with identifying and acquiring suitable school facilities 	<ul style="list-style-type: none"> Facility has been identified Lease or Purchase Agreement
100% of Fellows implement a community and stakeholder	<ul style="list-style-type: none"> Fellows conduct meetings with 	<ul style="list-style-type: none"> Community & Stakeholder

engagement plan, and recruitment plan leading to accomplishing their individual school's enrollment target.	community stakeholders	Engagement Plan <ul style="list-style-type: none"> • Student Recruitment Plan
100% of schools launch and open on time.	<ul style="list-style-type: none"> • TMT supports Fellows in completing each task on the School Launch Checklist(s) 	<ul style="list-style-type: none"> • School Launch Date & School Calendar • CSP dollars are being liquidated

The Mind Trust seeks to expand Indiana's charter sector through two pathways:

Pathway #1 - Brand New Single-Site School Launches

The Mind Trust offers two dynamic School Launch Fellowship programs, each designed to empower visionary leaders to make a difference and obtain their desired impact. The flagship School Launch Fellowship provides a unique, paid experience for accomplished school and systems leaders who are eager to open high-quality charter schools with innovative models that serve students across Indiana. The proposed budget (**Attachment D**) covers fellow salaries and benefits, ensuring the opportunity is accessible and equitable for diverse leaders focused on successfully developing and launching their schools.

Fellows engage in rich, collective learning experiences alongside their cohort and TMT's Emerging Leaders Fellows. In addition to group learning, Fellows receive personalized coaching and technical assistance tailored to their specific leadership needs. The Mind Trust prioritizes individualized support, recognizing that its success is driven by an agile, responsive approach to fellow development.

Over the course of the two-year fellowship, participants receive comprehensive guidance on every aspect of launching a school. This includes help with incorporation, board development, charter approval, facilities identification, CSP grant applications, operational set-up, and instructional leadership. By the end of the fellowship, fellows are fully prepared to open and lead their schools,



ready to create lasting, positive change for students.

Pathway #2 - Replication of High-quality operators to increase the number of high-quality seats

The Replication of High-Quality Operators pathway offers a strategic opportunity to expand the number of high-quality charter school seats by growing successful networks to serve students in new regions across the state. Schools selected for replication are chosen based on their proven track record of operational, fiscal, academic, and organizational success.

School Launch Replication Fellows will engage in a year-long fellowship, receiving a salary while preparing to open a new campus. These fellows will have a demonstrated history of effectively supporting school leaders at an established school and will spend the year preparing to launch their own school. Additionally, Replication Fellows will have the opportunity to collaborate with Indianapolis School Launch Fellows, participating in cohort programming at no additional cost to themselves or the statewide incubator.

The Mind Trust has supported the launch of over 50 charter and innovation schools in Indianapolis over the past decade. We are excited to finally have the opportunity to answer the request from various statewide partners to offer support to exceptional leaders throughout the state.

The Mind Trust seeks to incubate and grow innovative charter school models with high potential for success. The Mind Trust does this by recruiting high-performing leaders and providing individualized support to ensure the submission of a high-quality charter school application and Charter School Program (CSP) grant application, and ultimately, a successful school launch.

1.2 - Experience of Incubation

In 2006, visionary leaders, former Indianapolis Mayor Bart Peterson and David Harris, founded The Mind Trust with a plan to inspire bold thinking in education for Indianapolis. Over the past 18 years, The Mind Trust has not just met that goal—it has exceeded it. By launching over 50 public schools that will serve over 22,000 students at scale through the School Launch Fellowship and providing Capacity Building Awards to schools ready to expand their reach, The Mind Trust has become a



transformative force in the city's educational landscape. The Mind Trust runs one of the most successful incubation programs in the country; since launching our school creation focused fellowship programs over a decade ago:

- **65%** of our past fellows identified as leaders of color;
- **95%** of leaders in our fellowship successfully navigated the barrier of receiving authorization to launch a school; and
- **94%** of schools that received authorization continued on to successfully launch.

Not only has TMT shown it can recruit and support school leaders effectively, but those schools have produced academic results that speak for themselves. These investments and comprehensive support strategies have delivered some of the most remarkable academic outcomes in Indianapolis, particularly for students of color and those historically marginalized in their pursuit of a world-class education. In 2024, nine of the top ten public high schools within the Indianapolis Public Schools boundary were charter and innovation schools, many of which were directly supported by The Mind Trust. Schools like BELIEVE Circle City High School, Purdue Polytechnic High School, Herron Riverside High School, and Christel House Watanabe High School are shining examples of what's possible when innovation meets unwavering support.

Furthermore, charter and innovation schools within the Indianapolis Public Schools boundary, many incubated by The Mind Trust, are now among the top-ranked schools for Black high school students. The success of these schools underscores The Mind Trust's unparalleled impact on educational outcomes in the city.

The Mind Trust has established itself as the premier school launch organization in Indianapolis, consistently demonstrating unparalleled success. As a result, it is frequently approached by both state and national organizations to expand its innovative school incubation program into new regions. With this track record of success and plans to continue improving academic outcomes for students, TMT is fully prepared and confident in our ability to expand the School Launch Fellowship across the entire state, bringing the same transformative impact to communities throughout Indiana.

1.3 - Description of Approach to Candidate Recruitment

The Mind Trust is committed to recruiting outstanding school and system leaders using research-backed strategies. To cultivate local talent and attract top leaders to Indiana, TMT aims to recruit 10-15 exceptional fellows over the next five years. These leaders will have proven success in both academic and operational excellence and will open new schools across the state, with a focus on regions that currently lack high-quality educational options for students and families.

Based on past successes and lessons, TMT will use the following recruitment methodologies:

- **Prioritizing the Recruitment of Experience and Success through a Data-Driven Selection Process**
 - TMT will focus recruitment efforts on recruiting leaders who have demonstrated success in improving student outcomes, managing school operations, and fostering positive school culture¹. TMT will use data to assess candidates' impact on student achievement, particularly in similar contexts to the new or replicating school.
- **Developing a Clear Leadership Profile**
 - The Mind Trust will adapt its Leadership Competencies based on the profiles of successful School Launch Fellows in Indianapolis. Overarching domains from TMT's leader profile include:
 - Entrepreneurialism
 - Local Context
 - Political Acumen
 - Relationships & Influence
 - Organizational Leadership
 - Theory of Change

While TMT's Leader competencies were developed based on successful School Leader/CEO leadership in Indianapolis, the overarching domains and competencies align with national frameworks like the Transformational Leadership Framework

1



(TLF) from New Leaders², a framework developed and centered around five categories that effective schools focus on to achieve sustained school improvement.

- **Leveraging Networks and Partnerships**

- The Mind Trust will utilize its local and national networks to initiate the search for home-grown talent and to bring the best and brightest educational leaders to Indiana. The recruitment efforts will center broad awareness about the fellowship opportunity through social media platforms including Facebook, Instagram, X/Twitter, and LinkedIn. Media kits and marketing collateral will be created to help partners spread the word and to help formalize the talent pool.

- **Implementing a Structured and Rigorous Selection Process**

- Interested candidates for the School Launch Fellowship submit a Statement of Intent. Statements of intent are evaluated by an internal, cross functional team of TMT employees against key criteria: School Leadership Experience and Capacity, School Model Quality, and Fit. Candidates proposing to replicate a model as part of an existing network are also evaluated against Organizational Quality, Readiness, and Capacity.
- The highest scoring candidates are invited to submit a Full Application. Full applications are evaluated by an internal, cross functional team of TMT employees against the aforementioned criteria, based on a larger set of responses to targeted questions.
- Candidates submit a data sheet that illustrates a key data point from a previous or current role. They then provide a narrative that outlines what the data shows, how the candidate thinks about the data, and how the candidate adjusted their calendar and priorities based on the data.
- Candidates also submit a minimum of 3 letters of recommendation from professional and personal references. Formal background checks will be administered at this stage.
- A subset of candidates will be invited to participate in a Staff Interview. Staff interviews are conducted by a cross functional team of TMT staff members and

² [New Leaders Transformational Leadership Framework](#) includes 5 categories that effective schools focus on to achieve sustained school improvement: Learning & Teaching, School Culture, Talent Management, Planning and Operations, and Personal Leadership:

questions focus on the aforementioned criteria, in addition to equity, entrepreneurship, adult culture, and community engagement. In advance of these interviews, candidates complete several performance tasks to assess their ability to synthesize data and propose solutions.

- A subset of finalists is invited to participate in a Final Interview with a team of leaders representing critical community stakeholders across the state. Fellow recommendations are decided at a debrief between the Final selection committee members. Fellow recommendations will be presented to TMT's board of directors and key stakeholders representing regions where proposed schools will open or replicate for Final Approval.
- **Ensuring Competitive Compensation and Incentives**
 - Fellows selected to open brand new schools will spend, on average, two years completing the fellowship experience. During this time, they will receive a competitive salary and benefits package ensuring their ability to focus solely on the design, launch, and sustainability of their new charter school. Replicating fellows will also receive a salary and benefits package supported by The Mind Trust and their current network.
- **Building a Strong Recruitment Pipeline**
 - The Mind Trust believes deeply in building the "bench" of future school and systems leaders. As such, TMT's Emerging Leaders Fellowship along with other local and national leader development programs will serve as tools for building an ongoing pipeline of local and national education leaders well-prepared to support and succeed School Launch Fellows when the time comes. In addition to the recruitment of leaders, TMT will work to identify Indiana schools and successful networks in neighboring states well-positioned to expand based on their academic, financial, and operational success.

1.4 - Approval of Incubation Program Design and Logistics

The Mind Trust's School Launch Fellowship integrates best practices in adult learning, focusing on application, modeling, active learning, reflection, dialogue, and feedback. The fellowship is organized around four core components: Model School Visits & Immersive Practice, Organizational Leadership Development, Technical Assistance, and Coaching. Each element is thoughtfully

structured within the fellowship program to provide comprehensive support. Further details can be found in **Appendix #6 - School Launch Fellowship Overview**.

- **Model School Visits & Immersive Practice**

- Fellows travel to 2-4 cities across the country to witness schools achieving superior results for students or implementing an innovative model. During these visits, Fellows gain an understanding of the local educational landscape, spend time at 1-2 schools within the city shadowing excellent school leaders observing critical systems and gaining insight into their leadership, academic, operational, and financial practices. Oftentimes, fellows receive operational, cultural, and instructional documents utilized by the schools to support them in their own school and systems design.
- School Launch Replication fellows spend time at the original campus, honing their observation skills, sparring over school-wide trends and how to close gaps, building trust within the organization through candid feedback. Because those who look to replicate existing schools are part of an existing organizational culture, we believe significant time immersed in that culture is critical to starting a new campus that shares the original's DNA.

- **Organizational Leadership Development:**

- Charter school leaders often face the challenge of operating without the support of a central office team, making it essential for new leaders to excel not only in academic outcomes but also in organizational and operational leadership. To address this need, the School Launch Fellowship offers modules on key organizational, operational, and school finance topics, including strategic planning, succession planning, and stakeholder engagement. These modules cover critical areas such as charter authorizer engagement, board recruitment and development, community engagement, and operational efficiency and sustainability.

- **Technical Assistance:**

- Throughout the fellowship experience, fellows will receive comprehensive technical support to help them navigate the charter application process and school launch.

This includes mock interviews to prepare for the charter authorizer application, assistance with both the charter and CSP grant applications, and guidance on community engagement strategies. Additionally, fellows will receive expert support in key operational areas such as staffing plans, professional development, procurement of necessary supplies and equipment, stakeholder engagement, and managing the costs associated with opening, replicating, or expanding charter schools.

- **Personal and Professional Coaching to Build Leadership Capacity:**
 - Fellows receive individualized coaching throughout the fellowship experience, which is designed to enhance both their professional skills and personal growth. This personalized support allows fellows to refine their leadership abilities, develop strategic problem-solving skills, and address unique challenges related to charter school development. Coaching sessions focus on areas such as operational management, community engagement, and academic planning, tailored to meet the specific needs of each fellow. By fostering continuous feedback and reflection, the coaching helps build long-term capacity, ensuring fellows are well-prepared to launch and sustain high-quality charter schools. Historically, The Mind Trust has prioritized pairing fellows with coaches who have themselves started schools.

Fellowship Proposed Scope and Sequence

A sample Scope and Sequence for the School Launch fellowship can be found in **Appendix #6 - School Launch Fellowship Overview**. The Scope and Sequence for The Mind Trust's School Launch Fellowship will begin in the summer of 2025 with a Leadership Retreat, where the entire cohort of fellows comes together to build a strong foundation for their fellowship journey. During the fall, fellows will participate in Leadership Intensives, where they begin working on individualized goals and tailor their fellowship experience to their unique needs. Each fellow creates personalized action steps and timelines, fostering ownership and commitment to the successful launch of their schools.

Throughout the fall, fellows will engage in a mix of required and elective professional development opportunities designed to address their specific needs and skills. In mid to late fall, fellows will



conduct both local and national school visits, participate in case studies, and conclude the quarter with a celebration of their achievements.

During this period, new school launch fellows will focus on designing their schools by initiating stakeholder conversations and conducting a deep needs analysis in the region where their school will open. Meanwhile, replication fellows will work closely with their current networks to refine and codify systems that will ensure a smooth replication of their existing school model. This individualized and structured approach ensures that each fellow receives the tailored support necessary to achieve their school launch goals and allows The Mind Trust to remain nimble in ensuring a tailored approach to the fellowship experience, which has historically garnered significantly stronger results than a prototypical one-size fits all approach to the fellowship experience.

Figure 1: Sample Fall 2023 Professional Development Scope & Sequence_REDACTED

Date	Session	Topic	Vendor	Time	Location
6/22/2023	Leadership Retreat	Leadership	BelieveED	9AM-2PM	Washington, DC
6/23/2023	Leadership Retreat	Leadership	BelieveED	9AM-2PM	Washington, DC
6/26/2023	Leadership Retreat	Leadership	Shawna Wells	9AM-2PM	Washington, DC
6/27/2023	Leadership Retreat	Leadership	Shawna Wells	9AM-2PM	Washington, DC
8/7/2023	Leadership Intensive #1	Leadership	McCurry Consulting	9AM-4PM	P30
8/8/2023	Leadership Intensive #1	Leadership	McCurry Consulting	9AM-4PM	P30
8/9/2023	Leadership Intensive #1	Leadership	McCurry Consulting	9AM-4PM	P30
8/10/2023	Leadership Intensive #1	Leadership	McCurry Consulting	9AM-4PM	P30
8/11/2023	Leadership Intensive #1	Leadership	McCurry Consulting	9AM-4PM	P30
8/15/2023	SPED PD #1	SPED	SPED Acts	9AM-2PM	TMT
8/16/2023	SPED PD #2	SPED	SPED Acts	9AM-2PM	TMT
8/17/2023	SPED PD #3	SPED	SPED Acts	9AM-2PM	TMT
8/22/2023	MLL PD #1	MLL	MERCINDY	9AM-2PM	Enlace
8/23/2023	MLL PD #2	MLL	MERCINDY	9AM-2PM	Enlace
8/24/2023	MLL PD #3	MLL	MERCINDY	9AM-2PM	Enlace
8/29/2023	Instruction PD #1	Instruction	Differs by Fellow		Virtual
8/30/2023	Instruction PD #2	Instruction	Differs by Fellow		Virtual
8/31/2023	Instruction PD #3	Instruction	Differs by Fellow		Virtual
9/6/2023	Indy School Visit #1	School Visit (Indy)			PSOE
9/7/2023	Indy School Visit #2	School Visit (Indy)			Adelante
9/12/2023	Operation PD #1	Operations	Katherine Myers-Crum	9AM-2PM	P30
9/13/2023	Operations PD #2	Operations	Katherine Myers-Crum	9AM-2PM	P30
9/14/2023	Operations PD #3	Operations	Katherine Myers-Crum	9AM-2PM	P30
9/19/2023	Leadership 101	Leadership	McCurry Consulting	9-11AM	Virtual
9/20/2023	Indy School Visit #3	School Visit (Indy)		11AM-4:30PM	CCP
9/21/2023	Indy School Visit #4	School Visit (Indy)		9AM-1:30PM	PPHS
9/26/2023	NY School Visit	School Visit (Travel)			New York

Figure 2: Sample Annual Fellowship Calendar



The Mind Trust

SLF Calendar - 5Y 23-24																																																																																																																																																																																																							
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27	Memorial Day																																																																																																																																																																																																						

The Mind Trust proposes collaborating with the Indiana Department of Education to customize the fellowship experience to align with the department’s needs. Figure 1 provides a sample 2023 Fall Scope and Sequence of professional development opportunities for fellows, and Figure 2 outlines a sample annual calendar. These figures serve as examples, with the final Scope and Sequence and calendar to be developed in partnership with the department.

1.5 - Summary of Timeline



The School Launch Fellowship is slated to begin by **August 2025** with an immersive week-long intensive, where fellows will convene for the first time to start their fellowship journey and complete onboarding. While The Mind Trust (TMT) has a draft calendar of events, we will collaborate closely with the Indiana Department of Education (IDOE) to finalize the Scope and Sequence, core learning objectives, assessments, key deliverables, and candidate recruitment and selection processes within one month of contract execution, but no later than July 2025.

Following contract execution, recruitment efforts will launch immediately, with candidate selection taking place no later than **Winter 2025**. Final recommendations for fellowship candidates will be submitted by late Spring 2025. Should the IDOE choose to participate, they will be invited to take part in the final round of candidate interviews. By **June 2025**, all fellowship contracts will be issued, and the selected fellows will begin their journey in late **summer 2025**, continuing into early fall and winter, as outlined in **Table 3 of Section 1.6 - Deliverables and Demonstration of Mastery**.

Within 4 to 6 months after contract execution and the fellowship’s commencement, TMT will submit a Mid-Cohort report to the IDOE, detailing recruitment outcomes, progress on activities and deliverables, and any updates or adjusted action steps. This report, expected by **December 2025**, will serve as a key checkpoint for assessing the fellowship’s progress. Fellows will submit their Charter Application by **Spring 2026**, marking the end of Year 1, while CSP applications will be submitted at the start of Year 2 for new school launch fellows, and during Year 1 for replication fellows.

Annually, by May 30th, TMT will deliver a Final Incubation Report to the IDOE. This report will include survey feedback from fellows, summaries of program engagement, lessons learned, and completed CSP applications, ensuring comprehensive evaluation and accountability throughout the fellowship.

Proposed Timeline for Key Deliverables

Activity	Anticipated Start	Anticipated Completion
Candidate Recruitment Begins: Following contract execution, candidate recruitment for the fellowship	Winter 2025	Spring 2025

will begin immediately but no later than Winter 2025.		
Final Candidate Selection: By late Spring 2025, final recommended candidates will be identified and shared with IDOE for review. IDOE may participate in final interviews, if desired.	Spring 2025	Spring 2025
Fellow Contracts Issued: Final contracts for selected fellows will be distributed by June 2025.	May 2025	June 2025
Finalize Scope and Sequence: TMT will collaborate with IDOE to finalize the fellowship’s Scope and Sequence, Core Learning Objectives, Assessments of Learning, Key Deliverables, and Candidate Recruitment and Selection Protocols by July 2025.	Within one month of contract execution	July 2025
Fellowship Launch and Onboarding: The fellowship officially launches with a week-long intensive onboarding session, where fellows will come together for the first time and begin their		August 2025

fellowship experience.		
<p>Mid-Cohort Report</p> <p>Submission: TMT will submit a Mid-Cohort report to the IDOE, summarizing recruitment outcomes, the implementation of a high-quality fellowship experience, and progress on goals, activities, and deliverables as outlined in the project’s vision and objectives.</p>		<p>December 2025</p>
<p>Year 1 Charter Application</p> <p>Submission: Fellows are expected to submit their Charter Application by the end of Year 1 of the fellowship, in Spring 2026.</p>	<p>Fall 2025</p>	<p>Spring 2026</p>
<p>Fellowship Year 2</p>		
<p>CSP Applications: Brand-new school launch fellows will submit their CSP applications at the start of Year 2 of the fellowship, while replication fellows submit theirs during Year 1.</p>	<p>Fall 2025</p>	<p>Summer 2026</p>

<p>Final Incubation Report Submission: TMT will provide a Final Incubation Report to the IDOE annually by May 30th, summarizing program engagement, lessons learned, feedback from fellows, and CSP application submissions.</p>		<p>May 2026 and Annually Thereafter</p>
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1.6- Deliverables and Demonstration of Mastery

Fellows begin their 1-2 year fellowship journey as a cohort with an intensive, week-long kickoff. During this time, they set clear goals and develop a comprehensive work plan to launch their schools within their respective timelines. The Scope and Sequence detailed in Section 1.4 – Approval of Incubation Program Design and Logistics – ensures that fellows master the essential competencies needed to successfully launch and sustain a charter school or network. These competencies are evaluated using research-based best practices in adult learning and Andragogy Theory (Knowles, 1980). Throughout the fellowship, fellows engage in performance tasks, complete high-quality deliverables—such as staffing, professional development, and instructional and operational plans—and participate in self-reflection, continuous feedback, and coaching to **assess their learning**. They also benefit from peer assessment and collaboration, ensuring a holistic learning experience that prepares them to lead effectively. Details regarding the specific competencies, and knowledge and skills being developed and assessed throughout the fellowship experience are outlined below in Table 2: Scope and Sequence Overview.

Table 2: Scope and Sequence Overview

<p>Year 1 Cohort Learning Objectives, Activities, & Deliverables Overview</p>	
<p>Year 1: Summer</p>	<p>Learning Objective(s): Fellows will refine and define their school vision,</p>

	<p>solidify their core leadership values, and develop a communication strategy to effectively present their vision to stakeholders, while also creating their fellowship work plan.</p> <p>The fellowship begins with a focus on helping fellows refine and clearly define the vision for their schools, whether they are launching new schools or replicating existing ones. Fellows will also explore and solidify their core leadership values, ensuring alignment between their leadership approach and the mission of their school. A key part of this phase includes developing an effective strategy to communicate their vision, with practice sessions dedicated to refining how they present this to various stakeholders. Fellows will also develop their fellowship work plan during this quarter.</p> <p>Final Deliverables and Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● A completed Mission and Vision Document ● A well-prepared and delivered Elevator Pitch for communicating their vision ● StrengthsFinder Assessment results, followed by coaching sessions to further develop leadership strengths ● A finalized leadership Vision Statement
<p>Year 1: Fall</p>	<p>Learning Objective(s):</p> <p>Fellows will continue enhancing their communication skills for engaging key stakeholders, deepen their understanding of academic excellence through intensely unpacking state standards and the ILEARN assessment, and begin writing charter applications and CSP grant proposals. Fellows gain a deep understanding of their leadership gaps through a Leadership Gap Analysis and receive targeted coaching.</p> <p>In phase two, fellows focus on honing their communication skills to effectively engage with key stakeholders, such as funders, parents, and the broader community. They also deepen their understanding of academic excellence by studying state standards and the ILEARN assessment. To gain</p>

	<p>firsthand insight, fellows will take the state assessment themselves to better grasp the preparation needed for student success.</p> <p>Additionally, fellows begin working on critical tasks like writing their charter applications and CSP grant proposals. Leadership development continues with a Leadership Gap Analysis, followed by targeted coaching to address individual leadership needs.</p> <p>Final Deliverables and Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● Mission, Vision, and Standards Aligned Academic Plan developed ● Participation in Instructional Coaching Sessions ● Draft Professional Development Plans developed for their schools ● Leadership Gap Analysis Completed and Personal and Professional Development Plan Developed
<p>Year 1: Winter</p>	<p>Learning Objective(s): Fellows will master developing strong operational systems by focusing on key tasks such as applying for 501(c)(3) status and recruiting and selecting board members, establishing the foundational structures for a high-functioning school.</p> <p>Fellows begin developing strong operational systems for their school leadership teams, focusing on essential areas like applying for 501(c)(3) status and recruiting and selecting board members. This phase emphasizes the foundational structures required to support a high-functioning school.</p> <p>Final Deliverables and Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● Standard Operating Procedures for school operations ● A completed Master Schedule ● Detailed Budgets Completed identifying nonsustained operational costs of opening and a plan for those expenses ● A comprehensive Staffing Plan developed ● A well-crafted Communications Plan developed

	<ul style="list-style-type: none"> ● Enrollment Plans to guide student recruitment
<p>Year 1: Spring</p>	<p>Learning Objective(s): Fellows will master the strategic mapping of the instructional framework for the school year, aligning academic goals with instructional planning to create a cohesive and effective academic program.</p> <p>Fellows build on the academic work they initiated earlier by strategically mapping out the instructional framework for the entire school year. This phase emphasizes aligning academic goals with instructional planning to ensure a cohesive and effective academic program.</p> <p>Final Deliverables and Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● Completion of the Academic Arch of the Year ● Charter Application successfully submitted ● Completion of 100 one-on-one conversations with stakeholders ● Monthly coaching sessions completed
<p>Year 2 Cohort Learning Objectives, Activities, & Deliverables Overview</p>	
<p>Year 2: Summer</p>	<p>Learning Objective(s): Fellows will master the operational aspects of running a school by developing business plans, finalizing enrollment strategies, and refining budgeting, while receiving weekly coaching to ensure consistent progress across all areas.</p> <p>Fellows enter a critical phase focused on the operational aspects of running a school. They begin working from their business plans, diving deeply into budgeting and finalizing their enrollment strategies. Weekly coaching sessions are introduced to ensure consistent progress across all key areas of their planning and preparation.</p> <p>Final Deliverables and Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● Strong Enrollment Plans finalized

	<ul style="list-style-type: none"> ● Hiring Plans completed ● Staffing Strategies established ● Continued work on budgeting and operational strategies
Year 2: Fall	<p>Learning Objective(s): Fellows will demonstrate their ability to operate an organization effectively, critically evaluate and implement feedback from stakeholders and coaching sessions, and continuously refine their leadership practice.</p> <p>During this quarter, fellows begin running their 501c3 organization and begin further building out and implementing their plans.</p> <p>Formative Assessments of Learning</p> <ul style="list-style-type: none"> ● 360-Degree Feedback ● Coaching Session Reviews & Leadership Reflections ● Applicable Performance Tasks as they begin operating their 501c3
Year 2: Winter	<p>Learning Objective(s): Fellows will effectively manage their 501(c)(3) organizations and progress through School Launch checklists.</p> <p>Fellows continue managing their 501(c)(3) organizations, hiring staff, enrolling students, and purchasing necessary supplies and materials. They work through The Mind Trust’s "Checklist to Launch" while also fulfilling the opening requirements set by their authorizers. School tours for students and families begin as part of the pre-launch activities.</p> <p>Weekly coaching remains in place, providing consistent guidance, while the progress of each fellow’s launch plan is closely monitored to ensure all tasks are on track.</p>
Year 2: Spring	<p>Learning Objective(s): Fellows will prepare for their school launch by meeting weekly with their coach to implement and track operational and</p>

	<p>academic plans, execute necessary opening steps, and address emerging challenges with ongoing guidance to ensure a successful and timely launch.</p> <p>In this quarter, fellows focus intensively on preparing for their school launch. They meet weekly with their coach to ensure that all operational and academic plans are fully implemented. With their strategies and systems in place, fellows execute the necessary steps to open their schools, while deliverables are closely tracked to ensure timely and successful outcomes. Ongoing guidance and support are provided by the coach to address any emerging challenges and to keep the fellows on course for a smooth launch.</p> <p>Deliverable:</p> <ul style="list-style-type: none"> ● School successfully launched on schedule
Ongoing Support	<p>TMT will offer ongoing, personalized support to each fellow to ensure a smooth transition and sustained assistance as they navigate their first full school year, helping them thrive in their new roles.</p>

1.7 Mid-Cohort Report

The Mind Trust will produce a Mid-Cohort Status Report that outlines the progress and updates for each goal and project outcome as detailed in the goals, action steps, and deliverables section. The project manager will gather and compile information from each fellow and fellow coach/supporter to ensure steady progress towards meeting the established objectives, providing a comprehensive overview of the cohort’s development and any necessary adjustments to ensure continued success.

1.8 Final Incubation Report

The Mind Trust will produce a comprehensive **Final Incubation Report** detailing the overall success



of the incubator and fellows' achievements. As part of this process, each fellow will provide feedback on their fellowship experience at least twice per year through surveys administered by Brilljent, an external evaluator, and TMT's internal Program Team. In addition, fellows will participate in Empathy Interviews and an exit interview to gather more qualitative insights about their experiences, particularly as they prepare for their school launch. This qualitative data will be incorporated into the final report, offering a well-rounded view of fellows' progress. Within three to six months after the launch of their new or replication schools, fellows will participate in a Post-School Launch interview to provide feedback on their school launch experience and to offer insight regarding how TMT's incubator could better prepare each fellow for a successful school launch experience.

The final report will also include a final status update for each fellow, indicating whether their goals and deliverables, as outlined in the goals and action steps section, have been met. The project manager will compile information from each fellow and their coach to ensure consistent progress toward objectives, providing a thorough evaluation of the cohort's development and any necessary adjustments to enhance outcomes. Furthermore, the report will capture key lessons learned throughout the incubation process. The Mind Trust will include completed CSP applications for each fellow as part of the submission to the Indiana Department of Education (IDOE).

1.9 Structure of Engagement

The structure of engagement for The Mind Trust's School Launch Fellowship is designed to ensure fellows are fully immersed in leadership development, technical assistance, and community engagement. Fellows are required to actively participate in all Fellowship Intensives and full-cohort professional development sessions, which focus on crucial aspects of launching and sustaining a successful school. Leadership Intensives and cohort-wide professional development will cover essential areas such as staffing plans, professional development, procurement, school finance, budgeting for sustainability, strategic planning, community engagement, and instructional excellence.

On average, fellows will spend 45% of their time working on an individualized work plan developed at the beginning of the fellowship. This plan includes the completion of key deliverables as outlined in **Table #3- Structure of Fellowship Engagement Activities and Frequency**. Since the work plan meets the specific needs of each individual fellow, other cohort members are not required to

attend any personalized technical assistance or fellow-specific professional development that is not included within their individual work plan. Fellows will dedicate 20% of their time to community engagement activities, including conversations with critical stakeholders and community members centered around their school’s design and model. Another 20% will be focused on individualized coaching from The Mind Trust team and external experts, where necessary. Approximately 15% of their time will be spent in whole-group cohort sessions, held in Indianapolis, where fellows will engage with their peers. For replication fellows, the remaining 10% will be dedicated to school visits and involvement with their respective school networks. This structure is intended to provide fellows with a comprehensive, hands-on approach to leadership and school development, ensuring they are fully prepared for a successful school launch.

Table #3 - Structure of Fellowship Engagement Activities and Frequency

Activity Overview	Anticipated Percentage of Time and Frequency	Required	Details
Engaged with Individualized Work Plan	45% of time Frequency: Daily	Yes	<ul style="list-style-type: none"> ● School and Network Visits ● Individualized Professional Development or Charter School Conferences ● Completion of individual work plan with deliverables established at the beginning of fellowship ● Receiving individualized technical assistance from experts
Community &	20%	Yes	<ul style="list-style-type: none"> ● Meetings with

Stakeholder Engagement	Frequency: Quarterly (initially) ramping up to monthly, then on an as-need basis		community stakeholders <ul style="list-style-type: none"> • Conducting a needs assessment in collaboration with community
Coaching	20% Frequency: Monthly during the first year of the fellowship; Weekly as fellows get closer to school launch	Yes	<ul style="list-style-type: none"> • Weekly Individualized coaching to support leader development
Cohort Learning Sessions & Intensives	15% Frequency: Quarterly with some virtual options for attendance	Yes	<ul style="list-style-type: none"> • Annual week-long all-cohort intensives • Quarterly Professional Development
Immersive Experience	15% Frequency: Weekly for Replication Fellows; at least quarterly then as needed for new school launch fellows	Yes	<ul style="list-style-type: none"> • Replication School Fellows deeply immersed in projects within their network

Conclusion



The Mind Trust remains deeply committed to expanding access to high-quality charter and innovation schools and welcomes the opportunity to partner with the Indiana Department of Education to ensure more students have access to great schools throughout the state. By broadening the reach of the School Launch Fellowship, TMT seeks to empower visionary school leaders with the tools, support, and expertise they need to develop, expand, and open new schools that will drive student success. This proposal reflects The Mind Trust’s ongoing dedication to transforming education by investing deeply in excellent leaders with innovative models and ensuring every student in Indiana has the opportunity to thrive in a high-quality school.