

Response to Request for Proposals 25-79578:
Authorizer Professional Development
Attachment F: Technical Proposal



Submitted by:

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1.1 Vision for Authorizing:

The Respondent must provide a description of the organization's vision for high quality charter school authorizing in the State of Indiana shared in Section 1 Background from the Scope of Work document for this RFP.

NACSA's [mission](#) is to advance and strengthen the ideas and practices of authorizing so students and communities—especially those who are historically under-resourced—thrive. We believe the nation needs to provide better public schools to more children by improving families' access to quality schools, providing educators the autonomy they need for schools to excel, and holding schools accountable for their performance.

Our organizational mission aligns perfectly with the scope of this RFP and establishes a clear vision for Indiana: done well, authorizing will increase student achievement by expanding the supply of quality public schools in the state. Charter authorizing is complex work, requiring the constant balancing of diverse and often competing interests. It is a public responsibility for authorizing institutions, as well as a highly developed profession for the individuals charged with this stewardship role. Quality authorizing requires specialized knowledge, skills, commitment, and adherence to essential professional standards in order to effectively deliver quality educational opportunities for students and communities and achieve the purposes of Indiana Code § 20-24. Authorizers must ensure access, autonomy, and accountability, and take responsibility for the overall performance of their portfolios of schools. Ultimately, NACSA's operational vision for high quality authorizing in Indiana is to increase the number of high-quality charter schools statewide via incubation, replication, expansion, and/or improvement through robust professional development and supports from experts to ensure each authorizing organization is utilizing practices and policies reflective of best practices.

1.2 Description of Organization's Experience:

The Respondent must provide a description of the organization's experience in the charter authorizing sector shared in Section 2 Objective/Purpose from the Scope of Work document for this RFP.

NACSA is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools. Our research, policy, and consulting work advances excellence and accountability in the charter school sector. With authorizers and other partners, NACSA has built the gold standard for charter school authorizing. Through smart charter school growth, these authorizers give hundreds of thousands of children an opportunity for a better education each year.

NACSA has spent two decades cultivating effective practices and policies that help ensure schools have the autonomy they need to thrive, the accountability necessary to ensure students are being well served, and the access essential so that all children can attend a great public school. All our work is informed and enriched by research and evaluation designed to understand data, performance trends, and ongoing work in the field, so that we can develop

practices that support high-quality public education options for all children. Of course, this work is never done, so we are also perpetually learning: these best practices have been developed and are consistently iterated upon in partnership with a wide range of stakeholders by studying their work, working side-by-side to advance practice(s), and by listening to what works best to foster high-performing charter schools.

NACSA is well equipped to conduct an evaluation and diagnosis of Indiana's overall charter school sector, identify the strengths and opportunities of each individual authorizer in the state, and implement customized learning plans for each of them accordingly. We have highlighted specific examples of our organization's experience in each key area below.

DATA COLLECTION, ANALYSIS, AND USING FINDINGS TO DEVELOP RECOMMENDATIONS FOR THE FIELD

"What are the nation's best authorizers doing differently to achieve great outcomes?"

This question was at the heart of NACSA's three-year research project to identify the authorizer practices associated with high-quality school portfolios. We launched the [Quality Practice Project \(QPP\)](#) by examining the practices of authorizers with the strongest sets of charter schools in the country, as measured by many student and community outcomes. The method and process used by the QPP has been used successfully in other educational and business research to identify correlates of success.

NACSA enlisted the talents of a diverse and well-recognized group of authorizers and accountability experts to develop a set of outcome criteria used to judge authorizers. This Advisory Panel agreed on a set of 11 indicators separated into two broad categories:

- *Portfolio Outcomes* (e.g., student performance, protecting student and public interest, transparency) and
- *Performance Outcomes* (e.g., closing failing schools, allowing quality schools to expand).

Intensive case studies were conducted with authorizers with strong and moderate outcomes. This involved document reviews, artifact reviews, multi-day on-site visits, interviews with authorizing institution members, and interviews with other key stakeholders in the authorizer's context (e.g. charter associations, school leaders). Areas of commonality and difference were examined and tested, resulting in a list of practices and contexts that appear similar and different across these two groups of authorizers. To validate our initial findings, themes were presented to an Advisory Panel and participating authorizers, who provided feedback. Additional non-participating authorizers (through NACSA's Leaders Program) and internal staff were given the opportunity to provide feedback on findings. Those engagement and feedback opportunities resulted in a strengthened and validated set of findings.

This first-of-its kind research and NACSA's report based on its findings were an important step toward developing a more evidence-informed connection between practices and outcomes.

Among the most important findings from this project was that while successful authorizers are grounded with smart systems and tools, they are also empowered to make the best decisions for children through great leadership, institutional commitment, and strong professional judgment. Since the QPP's publication, we have worked with authorizers and the field to incorporate these findings and facilitate the adoption of practices that separate authorizers with exemplary from average portfolios and make the strongest contributions to improved school performance outcomes.

Our experience with the QPP directly informed the intentionally collaborative approach proposed to complete the portfolio analysis component in this RFP, where we would utilize partnerships with the Indiana Charter Innovation Center and Brilljent to determine criteria, benchmarks, and goals to guide our data collection, analysis, and monitoring systems.

AUTHORIZER EVALUATIONS AND IMPLEMENTATION SUPPORT

We have extensive experience in developing and conducting authorizer evaluations and creating authorizer evaluation and accountability systems. NACSA's authorizer evaluations are designed to directly align with and support the implementation of NACSA's Principles & Standards, the leading framework for quality charter school authorizing. NACSA conducted its first authorizer evaluation in 2009 and since then, NACSA has completed more than 90 authorizer evaluations in 33 states. NACSA has long heralded the importance of authorizer accountability systems, especially in places with multiple authorizers, like Indiana, to ensure authorizers are doing right by children and taxpayers. Over the years, NACSA has conducted authorizer evaluations of multiple types of sponsors in Indiana, including independent charter boards and institutes of higher education, so we are familiar with the sponsoring policy and legal context in the state.

Our authorizer evaluations provide authorizers with an assessment of their strengths and areas in need of development, including a school academic portfolio analysis. Our comprehensive evaluative protocol includes several types of stakeholder engagement to collect integral feedback from school leaders, board members, and staff about their experiences with their authorizer and the impacts, both positive and negative, of their practices. Each evaluation ultimately includes a set of recommendations for authorizers to leverage to drive improvement; these action steps are always informed by stakeholder input and are developed with practicality in mind. Many authorizers have used our evaluations to inform their strategic planning or as a roadmap for goal setting and improvement, to bridge any existing gaps between established quality practices and their current states. With our depth of experience in this area, in all types of different chartering and political contexts, we have successfully engaged thousands of individuals to share their perspectives through those processes.

NACSA has partnered with states in every aspect of creating authorizer evaluation and accountability systems from standards development to creation of state-level systems and evaluation instruments. In the development of state-specific authorizing standards NACSA has

partnered with Florida, Tennessee, Minnesota, California, Missouri, and New Mexico. In Minnesota, the first state to adopt an authorizer accountability system, NACSA provided the Minnesota Department of Education with a grant to establish clear standards for authorizer quality and an effective system for gathering data to effectively evaluate authorizers and in Ohio, NACSA served as an evaluator in the state's pilot of its first authorizer evaluation system. These experiences will provide a sound foundation for our work with the IDOE, authorizers, and stakeholders to define a set of shared statewide priorities for strengthening charter school authorizing that are informed by Indiana's history and current context.

The following projects demonstrate some of our experience utilizing our authorizer assessment and evaluation process through a combination of both in-person and virtual meetings/focus groups to successfully guide participants towards solution focused, organizational improvement. These samples are also exceptionally relevant to the scope of work contained in this RFP.

In 2019, NACSA worked closely with the Missouri Department of Education (MO DESE) and its authorizers (referred to locally as 'sponsors') to fully revamp its sponsor accountability system for the state. This included the development of new authorizing standards, which were subsequently adopted into regulation, a sponsor evaluation framework and corresponding rubric, and training and implementation tools for MO DESE. Throughout each step in the process, NACSA worked closely with the sponsors in the state and MO DESE through in-person and virtual meetings to ensure engagement and buy-in between and across real and perceived power dynamics, alignment with state statute, and a customized process that promoted continuous improvement and sector quality within the constraints of their charter school law. As part of this project, NACSA studied the systems used in both Minnesota and Ohio, and even interviewed representatives from each state's department of education and individual sponsors about their experiences with said systems. Insights from this stakeholder engagement were used in the development of Missouri's sponsor evaluation and accountability system and inform our thinking and approach outlined in this response.

In 2022, NACSA completed a comprehensive authorizer evaluation for the Hawai'i State Public Charter School Commission (HSPCSC). Through a combination of desk audits, document and data review, and in-person and virtual interviews with key stakeholders and groups, this evaluation provided the authorizer with a reflective, formative analysis of its primary strengths, priorities for improvement, and recommendations for moving forward. A team of three NACSA evaluators delivered critical feedback to accelerate the adoption of practices that will lead to stronger outcomes for students and communities. Consistent with NACSA's Principles & Standards for Quality Charter School Authorizing, this evaluation assessed the authorizer's core responsibilities in the following areas: Organizational Capacity and Commitment; Applications and School Openings; Monitoring and Intervention; and Renewal, Expansion, and Closure. In this case, the evaluation also reflected upon the HSPCSC's previous evaluation's findings from 2017 and used the information in the prior report as a basis to determine the changes in the landscape, authorizing context, associated policies and procedures, and other key operating principles. Change was measured in terms of development, improvement, areas

of ongoing weakness, and continued growth opportunities within a challenging, dynamic political environment. In 2023, NACSA staff helped implement specific recommendations for practice improvements in the HSPCSC's new charter application cycle by serving as reviewers and coaching staff review panelists.

Throughout these engagements, as well as dozens not highlighted here, we have focused on finding common ground and approaching consensus across stakeholders with differing viewpoints to create customized, quality-oriented, and streamlined systems. Whether it's working on state-specific principles and standards or developing customized tools and resources in response to our evaluative findings, we prioritize soliciting stakeholder input to create processes and solutions that work in a given context and political landscape. Strong stakeholder engagement allows us to secure buy-in, gain valuable knowledge and expertise from the field, and vet final recommendations and systems prior to implementation.

OUR FOUNDATIONAL LEARNING INITIATIVES FOR NEW AUTHORIZERS

Since 2016, NACSA has offered an array of [Authorizer 101](#) and/or Authorizer Bootcamp programs designed for individuals looking to gain a high-level understanding of authorizing best practices. In that time, we have engaged more than 102 authorizing institutions in 34 states, ultimately impacting 4,337 schools across the country, or 57% of the charter sector as a whole. Year after year, word of mouth marketing and referrals from past participants fill each workshop.

Authorizer 101 provides a unique, but also highly accessible, opportunity for participants to acquire knowledge of authorizing fundamentals, build connections with NACSA staff, and network with other new and novice authorizers nationwide. Participants can choose between in-person full day workshops in conjunction with our annual conference, or a virtual series composed of five online modules and two live, synchronous, discussion-based sessions. Participants familiarize themselves with key concepts through independent pre-work, setting the stage for their active involvement in scenario-based workshop activities tailored to refine their proficiency in high-stakes decision-making. Authorizer 101 content is designed primarily for individuals who have been working in an authorizing office for less than one year but would also be beneficial for those looking to gain a high-level understanding of authorizing best practices beyond their specific role. Traditionally, we have also made a limited number of seats available for non-authorizers currently working in a corollary organization (such as on a school district or charter school board, in a legal capacity, or for with a non-profit that works with charter schools) who are new to the sector. All participants receive either a hard or electronic copy of our Authorizing 101 guide which orients all learners to NACSA's Principles & Standards, core resources, and tools to support their work.

In 2019, the IDOE contracted with NACSA to develop a Virtual Bootcamp for Indiana Authorizers course comprised of nine virtual classes (intended to be completed in a chronological sequence at learners' self-determined pace). While our team would devote additional time to understand potential participants current needs, using these materials as

a starting point maintains their alignment to our Principles & Standards and increases the cost-efficiency of developing updated versions with the benefit of our more sophisticated online learning platforms and tools.

STATE SPECIFIC, COHORT-BASED LEARNING PROGRAMS

The following multi-year engagement demonstrates our range of experience in designing comprehensive, state specific professional development programs that have strengthened relationships with individual authorizers and built a culture of continued development and collaboration to strengthen the authorizing ecosystem throughout a state.

The Texas Authorizer Leadership Academy (TALA) is the Texas Education Agency's authorizer development initiative. TALA orients district leaders to the work of authorizing and equips staff with the authorizing tools, practices, and resources that help increase the number and variety of high-quality, best-fit school options for students and families. Since 2019, NACSA has designed, launched, and delivered the TALA program to provide district leaders and staff with in-depth, context-specific learning opportunities they can translate directly into action. In collaboration with TEA, our team has offered an annual, five-month long program for districts that currently or plan to engage in authorizing featuring multiple in-person and virtual convenings; leadership coaching in the district context; a small cohort model to create a strong network of Texas district authorizers; and tailored content to support emerging Texas district authorizers. To date, we have completed five years of TALA cohorts, with 75 participants from 31 school districts, 3 partner organizations, and 2 support organizations. Over the lifetime of the program, 96% of participants agreed that they are better prepared to lead authorizing efforts in their district after completing TALA and 95% of participants agreed that they are likely to improve a policy, practice, or system based on what they learned in a TALA professional development session.

The TALA scope and sequence is refined annually, but based on TEA and participant request, session content has traditionally included the foundation of charter schools and authorizing, including concepts of autonomy, choice, equity, and accountability. We delve into the core responsibilities of authorizers including new school applications, ongoing monitoring and oversight, intervention, expansion and replication of quality schools, and closure or turnaround of persistently failing schools. Additionally, we explore topics related to leadership, change management, and community engagement. The scope of focus on themes and inclusion of additional topics are determined based on the specific needs and interests of the cohort.

Based on TEA's preferences, the size of each TALA cohort is between 10-15 people, with the majority of participants serving in Chief Innovation Officer roles from Texas districts that are planning to launch SB 1882 partnerships, are in the System of Great Schools (SGS) Network, and/or are receiving School Action Fund (SAF) grants. Each cohort features a range of individual experience in education and specifically related to authorizing and charter schools;

the team provides comprehensive personalized support for novice participants so they can access learning and optimize their experience.

After the annual TALA program concludes, NACSA continues to support participants in their professional learning by connecting them with multiple, ongoing Texas-specific learning opportunities through the SGS, SAF, ongoing engagement with their cohort members, and invites to join sessions at subsequent TALA convenings. Participants often engage on a national level through NACSA's annual conference and other monthly learning opportunities such as our "Third Thursday" series.

INDIVIDUALIZED LEADERSHIP COACHING AND PROFESSIONAL DEVELOPMENT

NACSA's [Leaders Program](#) has been the preeminent leadership development opportunity for authorizers since 2012, engaging 107 leaders in 9 cohorts. The program deepens participants' understanding of quality authorizing, strengthens their capacity to lead through the challenges of a dynamic public education environment, and grows their network to support their ongoing commitment to better educational opportunities for all. Program alumni are recognized as leaders in authorizing, charter schools, and beyond: 95% of (non-retired) participants have remained in authorizing or education. In a recent alumni survey, 88% of respondents said their portfolio of schools benefited from the leader's participation in the program; 97% indicated that they personally and professionally benefited. A key component of NACSA's Leaders Program is that each leader is matched with a coach for the duration of the program. NACSA takes great care in recruiting effective coaches with strong authorizing experience and ensuring matches consider authorizing and state policy context. NACSA provides training to the Leaders Program coaches and many of these matches have formed deep bonds that last well beyond the duration of the program.

Outside of the Leaders Program, NACSA staffers are prepared to provide a range of individualizing coaching support to leaders in the field to develop authorizing expertise, sharpen leadership skills, and continue growing a network of highly competent and effective leaders that collaborate with NACSA to advance and strengthen the ideas and practices of authorizing. NACSA's theory of action for leadership coaching is twofold: a) investing in the development of individual authorizing leaders will strengthen the ideas and practices of authorizing and lead to better outcomes for students; and b) authorizers can't do this alone, therefore we engage other ecosystem stakeholders in the process.

NACSA's leadership coaching can equip Indiana participants with the knowledge, skills and abilities to:

- Embed a shared vision for quality authorizing in their organization and position their organization and local ecosystem to maintain momentum long term;
- Manage the challenges authorizers face in aligning their agency's policies and practices with NACSA's Principles & Standards;

- Cultivate growth and development in themselves, others, and their agencies;
- Engage community stakeholders, ecosystem partners, and board members and staff in building coalitions to advance quality, community-centered authorizing practices;
- Effectively advocate for, understand, and implement policy that supports quality authorizing; and
- Remain committed to quality authorizing by increasing and sustaining their ability to build resilience in the face of challenges and obstacles and effectively managing change in their organization.

Please find some sample deliverables from the projects described above in Attachment H: Work Samples.

1.3 Description of Individual's Experience:

The Respondent must provide a description of each key staff member's experience (or position profile if an individual has not been hired) in Section 2 Objective/Purpose from the Scope of Work document for this RFP.

NACSA has an experienced and diverse professional staff with well over 100 years of charter school and education related experience. Several of our staff have led authorizing offices and draw upon their personal experience and expertise in all aspects of the charter school lifecycle and school portfolio management. We are also fortunate to have staff with deep expertise in communication, policy, law, and research. The diverse experiences of our staff and our deep commitment to stakeholder engagement allow us to effectively support a wide range of authorizers and other stakeholders from every layer of the charter ecosystem- including, directly and/or indirectly depending on the project, charter network staff, school board members, instructional and operations leaders, and students.

This project will be led and supported by the following NACSA staff members, who collectively have extensive experience in adult learning, authorizer evaluations, quality practices, accountability systems, data analysis, and stakeholder engagement, as well as a shared, unwavering commitment to great opportunities and outcomes for children and families. We will also utilize strategic partnerships with multiple Indiana-based organizations, including the Indiana Charter Innovation Center, Virtuoso Education Consulting LLC, the Center of Excellence in Leadership of Learning (CELL) at the University of Indianapolis, and Brilljent, to add capacity, enhance our access to key audiences, and ensure that our work is optimized for relevancy.

To execute this work efficiently, we propose the following team design and composition.

Role:	Core Responsibilities:	Staff Assigned:	Similar Project Experience/Role:	Subcontractor Partner:
NACSA Team Coordinator	Serves as primary point of contact for IDOE staff, provides overall project management, streamlines communication, updates workplans, coordinates schedules for check ins and meetings, monitors engagement efforts, manages subcontractor relationships and scopes of work, and submits draft and final deliverables.	Gina Post	Texas Authorizers Sector Summit, NACSA's Annual Conference, 3-year contract with Louisiana Department of Education; NACSA's membership program.	N/A
Engagement Leads	Develops and drafts outreach messaging, leads stakeholder mapping process and tracking, establishes engagement activity schedule and assigns evaluators, leads internal NACSA team norming trainings and oversight.	Morgan Powell, Courtney Hughley, Heather Wendling	Authorizer 101, NACSA Conference, Texas Authorizers Leadership Academy, NACSA's multimedia channels.	Carey Dahncke, CELL; Scott Bess and Kim Reier, ICIC
Evaluators	Work with engagement leads and data lead to customize authorizer evaluation surveys, interview protocols for all stakeholder engagement activities, facilitate the activities, generate written notes and summaries, identify and draft findings and recommendations.	Heather Wendling, David Greenberg, Veronica Brooks-Uy, Morgan Powell, Sean Conlan, Jay Whalen	Multiple authorizer evaluations, Core Performance Framework updates, Mississippi First ecosystem analysis, Principles & Standards biannual update.	Dr. Renae Azziz, Virtuoso Education Consulting LLC

Data Lead	Designs and leads the data collection, analysis, review, classification, and developing findings processes.	Sean Conlan, PhD	Quality Practice Project, Pipeline Project, Annual Authorizer Practices Survey.	Cindy Hopkins, Briljent
Policy Advisor	Reviews applicable laws, statutes, regulations, and policies to ensure all project activities, recommendations, and deliverables are in appropriate alignment.	Veronica Brooks-Uy	State policy database, leading advocacy agenda, multiple publications.	Kim Reier, ICIC
Professional Development Designers and Facilitators	Utilize the ADDIE process to use data sources to identify topics and sequencing of PD sessions; design, develop, and present Pathway 1 and 2 session offerings with interactive and collaborative components to enhance learnings and connections between participants.	David Greenberg, Morgan Powell, Heather Wendling, Jay Whalen, Melissa Izzo, Veronica Brooks-Uy	NACSA's Leaders Program, Leadership in Action Cohort, Missouri Authorizers Professional Learning Community, Change Management Cohort.	Virtuoso Education Consulting
Leadership Coaches	Provide ongoing developmental feedback and strategic support through one-on-one coaching.	David Greenberg, Jay Whalen, Veronica Brooks-Uy	Leaders Program Cohorts 1-10; individual consulting engagements.	Virtuoso Education Consulting
Quality Control	Provides objective review of draft and final deliverables to ensure they align with project objectives, ensure recommendations are evidence-based and practical given contextual considerations, and represent NACSA's commitment to professional quality.	Elisa Westapher	NACSA Authorizer Evaluations, MO DESE Revised Authorizer Accountability System, Texas Authorizers Leadership Academy.	N/A

For more detail on their backgrounds and areas of expertise, please see the biographies below and resumes combined in Attachment B: All Resumes.

Heather Wendling, J.D., NACSA, Vice President of Consulting Services.

Heather leads NACSA's consulting work with authorizers and education leaders across the country on customized projects designed to strengthen authorizing practices and outcomes for students. Some of her recent projects include developing and subsequently managing the new application process for municipal entities in Nevada seeking to become authorizers, soliciting and evaluating feedback from various stakeholder groups in Mississippi's charter school sector to strengthen how the authorizer there engages with stakeholder on key authorizing systems and policies, and supporting a district authorizer in Texas to establish and implement its initial renewal process for its charter schools. She is currently working closely with the newly created Wyoming Charter School Authorizing Board to develop strategic goals, practices, and policies to establish a solid foundation for its emerging statewide charter sector.

Prior to rejoining NACSA, Heather was a Project Director for WestEd, leading a three-year CSP sub-grant to establish and operate NY-RISE, New York State's first technical assistance resource center and provide professional development to its 351 charter schools. Previously, Heather was the Director of Learning at NACSA. In that position, she served as an authorizing field expert in a variety of projects with all types of authorizers and developed resources critical to strengthening quality in the sector, including a comprehensive Special Education Toolkit for Authorizers. Prior to joining NACSA, Heather served as a Senior School Evaluator and the Director for New Charters at the SUNY Charter Schools Institute, where she led the processes for approval and launch of 32 new charter schools. Earlier in her career, Heather spent eight years working in charter and traditional public schools as a Teach for America Corps member, and as a special education teacher, coordinator, and instructional coach in both elementary and middle school settings.

Based on her experience leading and contributing to similar projects as mentioned above, Heather would serve this project as an evaluator, engagement lead, and PD facilitator.

Elisa Westapher, J.D., NACSA, Chief Development & Business Officer.

In her role as Chief Development & Business Officer, Elisa Westapher cultivates and strengthens NACSA's organizational and business partnerships to further our mission and strategic initiatives. These organizational partnerships include working with our board of directors, strategic advisory council, members, and federal policy partners. Elisa also leads our development team to ensure future financial growth and stability through maintaining strong relationships with NACSA's current donors and creating new relationships aligned to our strategic priorities.

In addition, Elisa heads our [consulting division](#), which provides authorizers and other education stakeholders with customized services and supports to maximize outcomes for

students across the United States. Elisa has extensive and specialized experience in authorizer evaluations, operator due diligence, and projects that focus on the intersection of policy and practice. Regarding authorizer evaluations, Elisa led a five-year, two-million-dollar federal subcontract to conduct comprehensive authorizer evaluations and related technical assistance, resulting in projects with 50 authorizers across twenty states. These evaluations often served as a blueprint for authorizer continuous improvement and strategic planning. In addition, Elisa, in partnership with the Missouri Department of Elementary and Secondary Education (DESE), spearheaded the development of a statewide authorizer accountability system, which included extensive stakeholder engagement to create new authorizing standards, an evaluation framework and process, and trainings for Department staff.

Prior to joining NACSA, Elisa practiced law at Holland & Knight, LLP, where she specialized in education and commercial real estate. During her time there, Elisa helped state agencies, charter schools, nonprofits, and ed tech companies structure programs and transactions to achieve their educational goals and maximize flexibility under the law.

Based on her experience leading and contributing to similar projects as mentioned above, Elisa would serve this project through her quality control perspective and as an evaluator.

David Greenberg, NACSA, Vice President, Authorizing Learning & Development.

David leads NACSA's efforts to work with authorizers throughout the country to strengthen the ideas and practices of authorizing so students and communities—especially those who are historically under-resourced—thrive. David and his team of three authorizing and adult-learning professionals orchestrate impactful experiences and develop resources for authorizers that promote learning, growth and development while imbuing meaningful connections, innovative experiences, and powerful messages for change that emphasize and strengthen the critical role authorizers play in ensuring equitable access to great schools for all students and families. David and the ALD team lead a variety of programs such as: Authorizing 101, a program for professionals new to the field of authorizing that is delivered through in-person, fully virtually, and blended approaches; leadership cohort programs including the one-of-a-kind NACSA Leaders Program that supports authorizing professionals in realizing their potential as leaders in the field; monthly authorizer convenings; and the annual NACSA Leadership Conference. David has led the development of key resources during his time at NACSA including the 2023 *Guide to Performance Frameworks, Multiple Measures: Establishing and Assessing Credibility*, and tools to support authorizers in rethinking the new school application. He has written numerous blog posts on authorizing topics, hosted multiple podcasts, and been published in *The 74*. During and prior to his time at NACSA, David has provided a variety of consulting services to authorizer and charter schools, working on revisions to new school application processes, conducting trainings for both authorizing and charter school boards, providing financial oversight support services for charters, and updating authorizer performance frameworks.

Before coming to NACSA, David served as the Director of Charter School Authorizing at the Audubon Center of the North Woods (ACNW - now Osprey Wilds Environmental Learning Center), the largest charter school authorizer in Minnesota with approximately 35 schools. During his seven years as an authorizer, David revamped the policies and practices at ACNW using NACSA guidance and effective practices from around the country to update the new school application, create a performance framework, strengthen the charter contract, and improve oversight practices. ACNW's portfolio grew and strengthened under David's leadership: five new schools opened and two schools expanded (adding grade levels or sites) while four schools were closed due to poor academic performance or financial challenges. David emerged as a national leader through his participation in the inaugural NACSA Leaders Program cohort and later as a coach in the program, through presentations at NACSA's annual Leadership Conference, as a reader of CSP grant applications in Minnesota and nationally, and as a consultant for NACSA on authorizer evaluations.

David's first teaching job was in a large district high school in St. Paul, MN. Here he taught social studies in an interdisciplinary arts-integrated program in both English and Spanish; he was the among the first Spanish immersion high school social studies teachers in the state, and the program served both native Spanish-speaking students and non-native speakers. It was here that he and a few of his colleagues began planning a new bilingual, arts-focused charter high school that opened in Minneapolis in 2000. David served as the start-up coordinator and later board chair, teacher, and ultimately executive director during his 12 years at the charter school. The school continues to operate and serves as an education and cultural center of the Latino community in South Minneapolis.

Based on his experience leading and contributing to similar work as mentioned above, David would serve this project as an evaluator, PD facilitator, and leadership coach.

Jay Whalen, NACSA's Director of Authorizer and School Quality.

Jay has developed expertise in charter school authorizing and policy, as well as a strong understanding of designing and facilitating professional learning experiences. Additionally, Jay has extensive data management and analysis skills, as well as project management expertise. At NACSA, he works on the Authorizer Learning and Development team developing resources, guidance, and learning experiences to meaningfully support authorizers and impact their practices. In his role Jay designs and executes professional learning opportunities for authorizers. This includes providing facilitation, content development, and logistics support for NACSA's Authorizing 101 workshop for novice authorizers, Leadership in Action cohort, and Leaders Program. Additionally, Jay leads in the creation, planning, and delivery of content for NACSA's annual conference in conjunction with team members across the organization.

Jay's work also focuses on the development and dissemination of best practices for quality school evaluation, using his experience in data analysis and evaluation to support NACSA's guidance for performance frameworks and multiple measures of school success. He has supported the development of resources for the field, including a credibility tool for new

measures of accountability, guidance for new school applications, and assessing community need and demand, as well as redesigning the New Jersey charter school performance framework.

Prior to joining NACSA, Jay supported authorizing work and led the implementation of the Charter Schools Program (CSP) grant at the North Carolina Department of Public Instruction (NCDPI). Through managing the \$36.6m federal CSP grant, he developed and executed the ACCESS Fellowship, a yearlong professional development experience focused on equitable leadership for North Carolina charter school leaders. Additionally, he designed the NC ACCESS Program website, including a statewide repository of best practice resources.

Before joining the NCDPI, Jay served as Deputy Director of Charter Schools for the Tennessee State Board of Education. In this role he helped establish the State Board as a Local Education Agency (LEA) by drafting district policies, implementing procedures for financial and operational compliance, and managing the selection and implementation of the student information system (SIS). Jay also led the charter school application review process, which included training and coordinating review teams, conducting due diligence and data analysis, and drafting recommendations for the State Board of Education. Additionally, he developed the State Board's first-ever charter school performance framework to align with the state accountability system and national best practices for charter school performance management and oversight.

Based on his experience leading and contributing to similar projects as mentioned above, Jay would serve this project as an evaluator, PD facilitator, and leadership coach.

Morgan Powell, NACSA's Director of Learning.

Morgan is an educator and systems thinker with a strong understanding of authorizing best practices that has been developed throughout her tenure at NACSA. As the Director of Learning and Development at NACSA, Morgan works with her team to help charter school authorizers develop and advance their skills as authorizing professionals and leaders, and she connects them with the larger authorizing community by designing, delivering, and evaluating instructionally sound learning opportunities.

Morgan supported the creation of NACSA's Authorizing 101 program (formerly known as Bootcamp) and has led the ongoing development of the program for new authorizers. This program has served over 150 authorizers from over 30 states through both in-person, fully virtual, and blended iterations. She has designed and delivered large-scale, multi-year fee-for-service projects for clients of varying portfolio sizes, most notably online training modules and a leadership academy for the Texas Education Agency, as well as updating and piloting the Georgia State Charter School Commission's authorizer evaluation process and rubric. On a national scale, Morgan spearheads all aspects of planning and executing NACSA's annual conference, which serves as the preeminent professional development opportunity for authorizing professionals across the country and draws 500 attendees every year. In addition to training design and delivery, Morgan develops and strengthens the core resources within

NACSA's resource library, most notably the 2023 update to NACSA's Principles & Standards of Quality Charter School Authorizing.

Morgan has also led larger organizational initiatives to broaden and deepen the impact that NACSA has on the field. She led the identification and implementation of NACSA's first learning management system to support the delivery of asynchronous course content, thereby reducing barriers for low-resource, low-capacity authorizers to access learning opportunities. She also leads the ongoing evaluation efforts of her team to ensure that they are meeting agreed-upon metrics and deepening their understanding of who and how their work is impacting the field.

Based on her experience leading and contributing to similar projects as mentioned above, Morgan would serve this project as an engagement lead and PD facilitator.

Gina Post, NACSA's Director of Fundraising and Business Development.

Gina's work focuses primarily on three areas: NACSA's consulting work with authorizers and education leaders on customized projects; development, where she works to maintain relationships with NACSA's donors; and membership, where she leads NACSA's membership program onboarding new members, developing and implementing member benefits, and serving as a point of contact for NACSA members.

Prior to her work with NACSA, Ms. Post worked for the Maine Charter School Commission, a statewide authorizer, for nearly 8 years, serving first as Program Manager, then Chief Program Officer, and finishing her time as Executive Director. Ms. Post's authorizing work focused on leading all work through the lifecycle of the charter from the initial application process through the renewal process, with a strong focus on oversight and monitoring as aligned with the charter contract and performance framework.

During her time with the Maine Charter School Commission, Ms. Post worked to onboard four new charter schools, created the Commission's original charter renewal process, developed strong partnerships with stakeholders, interfaced with the Maine legislature, and worked to implement systems and programs to reduce the reporting responsibilities for charter schools within the Commission's portfolio.

Before her work in authorizing, Ms. Post was an educator and administrator in both Massachusetts and Maine, with experience in the elementary classroom, special education, technology, adult education, and homeschool support. Across multiple schools and districts for more than a decade, Ms. Post's strength in sharing teaching and learning techniques with her peers lead her to become a valuable resource in utilizing data to inform instruction and developing customized learning opportunities for all students.

Based on her experience managing similar projects as mentioned above, Gina would serve this project as the NACSA team's project coordinator.

Sean Conlan, Ph.D., NACSA's Senior Director of Research & Evaluation.

Sean leads NACSA's research efforts to better understand the impact of charter school authorizing and charter school policy on student and community outcomes. He also directs NACSA's organizational evaluation efforts. Since joining NACSA in 2009, Sean has led many qualitative and quantitative research efforts for the organization, for funders, and for clients. Sean co-led a 20-state mixed methods research project to reinvigorate the charter school pipeline by better understanding the contents of charter school applications and the impact charter school authorizers have on the public education landscape. He also co-led a three-year mixed methods research project to create an empirical foundation for authorizing best practices (Quality Practice Project). He leads the research that informs NACSA's State of Charter School Authorizing, the authoritative source of information on authorizer practices nationally. Sean also translates and communicates research findings to varied audiences including internal staff, charter school authorizers, funders, and the public.

Based on his experience leading and contributing to similar projects as mentioned above, Sean would serve this project as the NACSA data lead and manage, analyze, and present trends and findings from data collected across and within stakeholder groups.

Veronica Brooks-Uy, MPP, NACSA's Vice President of Policy and Institutional Change.

Veronica works with national, state, and local partners to improve laws and regulations related to quality authorizing. Additionally, she oversees NACSA's research and evaluation practices, as well as the organization's new Diversifying the Profession initiative—a strategy focused on both building a diverse pipeline for the field and helping institutions create safe, inclusive work environments to support future growth.

Veronica approaches her work with a lens of love and liberation. She wants to see kids and families like hers thrive, and she believes that starts with quality education. She started her career as a middle school science teacher. She then worked at the Louisiana Department of Education in the authorizing office, served as the Policy Director for the Louisiana Association of Public Charter Schools, and served as a consultant in a variety of capacities.

Based on her experience leading and contributing to similar projects as mentioned above, Veronica would serve this project as a NACSA policy advisor, evaluator, and/or leadership coach.

Jason Zwara, J.D., NACSA's Director of Strategic Partnerships.

In this role, Jason manages and builds relationships with stakeholders in the broader charter school and education sector, including leading NACSA's Broadening Commitments Across Education initiative, manages NACSA's federal policy advocacy and relationships, and contributes to NACSA's policy research and advocacy efforts. Prior to this role, he served as NACSA's Manager of Policy, where he led NACSA's state level policy analysis. Jason has expertise in charter school and authorizing policy and legal matters, as well as accountability and autonomy policies in broader education. Jason also has specific expertise in charter

school operations, finances, administration, and compliance, federal oversight and support of charter schools, and state-level charter school policy comparative analyses. Jason has further expertise in state-level charter school laws, specifically charter school application processes, charter school accountability and autonomy, authorizer oversight systems, facilities support, charter school funding, and student civil rights.

Prior to NACSA, Jason served as the New York State Policy Manager for Northeast Charter Schools Network, the charter school support organization in New York and Connecticut. In this role, he provided legal, policy, operational, administrative, and financial oversight services to member schools. In this role, Jason worked directly with charter school boards, leaders, and staff to support best practices and policies in school operations and compliance. He also supported state level policy and regulatory advocacy efforts and legal matters, including lawsuits and legal challenges.

Jason was an Adjunct Professor in Canisius University's Graduate School of Education, instructing in the University's Education Leadership Program. He taught EDA 610: School Law, a required course familiarizing school- and district-level leadership candidates with New York State education legal principles and requirements, including legal rights and responsibilities of students and school personnel. He has served on the board of directors and/or founding team of three Buffalo-area charter schools, contributing his expertise on legal, operational, administrative, and financial oversight matters.

Based on his experience leading and contributing to similar projects as mentioned above, Jason would serve this project as a policy advisor.

Melissa Izzo, NACSA's Instructional Designer.

Melissa is a member of the Authorizer Learning & Development team. Her expertise is in the areas of e-learning and instructional technologies, tailored adeptly for various professional and educational environments.

At NACSA, Ms. Izzo's supports NACSA's constituents in strengthening practices that foster the creation and oversight of high-quality charter schools. Her primary responsibilities include the design, development, and delivery of professional learning opportunities for charter school authorizing professionals nationwide, including large scale, multi-year projects with the Texas Education Agency's System of Great Schools initiative. She manages instructional design projects from conception to execution, ensuring alignment with organizational objectives while fostering engagement. Notable accomplishments include the successful coordination of a monthly virtual speaker series and managing the Learning Management System (LMS) infrastructure.

Before joining NACSA, Ms. Izzo was a Learning and Development Specialist at Douglas County Libraries (DCL), a public library district with seven branches and over 300 employees. At DCL, she honed her skills in designing and delivering comprehensive training and development programs for members of the staff and executive team. She played a pivotal role in

streamlining training processes and led the migration to a new learning management system. The new system provided managers with actionable data about employee development and job performance, demonstrating Ms. Izzo's capacity to drive organizational change through effective learning solutions.

Her introduction to the field of instructional design and technology commenced at Johnson & Wales University, where she worked to support faculty development as a key component of providing a quality education for Johnson & Wales students. Ms. Izzo was a member of the department of Instruction Design & Technology and an inaugural committee member of the Center for Teaching and Learning (CTL) on the Denver campus. At Johnson & Wales, she facilitated workshops aimed at fostering the meaningful implementation of educational technologies for learning and collaborated with faculty to design online courses. She served as the campus administrator for the Blackboard learning management system and utilized student usage data to inform and advance best practices and increase accessibility. These experiences allowed Ms. Izzo to leverage data-driven insights to inform best practices in course design, ultimately enhancing the learning experience for students.

Based on her experience contributing to similar projects as mentioned above, Melissa would serve this project as a PD designer and developer.

Contingency Staffing Plan: Should any key personnel named above become unavailable at any time for any reason during the contract period, alternate NACSA staff members will be internally trained and prepared to step in and assume their responsibilities. We will prioritize individuals with highly transferrable skill sets and experience supporting projects with similar scopes of work.

OUR SUBCONTRACTOR PARTNERS

We have selected several local partner organizations who will provide critical local context considerations to enhance our work as well as deep professional connections in the Indiana sector. For specifics about their scopes of work and the individuals from each organization that will be contributing towards our key deliverables, please see Attachments A: MWBE Subcontractors and B: All Resumes.

The Center of Excellence in Leadership of Learning (CELL): Created in 2001, The Center of Excellence in Leadership of Learning (CELL) is the leading convener and advocate for innovative education change in Indiana. By providing leadership that is both cutting-edge and action-oriented, CELL is able to foster change across the entire educational ecosystem. CELL's mission is to partner with schools and communities to improve outcomes for students of all ages by leading sustainable educational innovation and transformation across Indiana.

Virtuoso Education Consulting, LLC (Virtuoso): Founded in Indiana in 2004, Virtuoso is a certified minority, women owned business lead by Dr. Renae Azziz, with MBE/WBE certifications in Indiana, Illinois, Maryland, and Virginia. Virtuoso is a management consulting firm supporting organizations across multiple sectors to improve their performance. The

Virtuoso team supports organizational change through comprehensive analysis of existing organizational problems, the development of data-based action plans for improvement and training stakeholders in the skills needed to implement essential processes to accomplish desired outcomes and successful completion of projects.

Indiana Charter Innovation Center (ICIC): The Indiana Charter Innovation Center is Indiana's dedicated charter school association. With a vision to transform Indiana into the nation's leader in charter school excellence through innovative solutions and unwavering support, the Indiana Charter Innovation Center's mission is to empower Indiana's charter schools with innovative solutions and comprehensive support to deliver top-tier education, ensuring every student thrives.

Briljent, LLC: Founded in 1998, Briljent is a certified women owned business in Indiana. Briljent specializes in helping people improve their workplace performance through individual and organizational growth. The organization has deep expertise in developing the skills and knowledge of workers in government, private and non-profit sectors, and wide understanding of social services, education and healthcare topics, as well as specialized expertise in Health Information Technology.

1.4 Description of Organization's Framework

The Respondent must identify the core components of their organization's framework for high-quality charter school authorizing. Each component must highlight common opportunities and challenges that arise within Section 2 Objective/Purpose from the Scope of Work document for this RFP.

In 2004, NACSA published the first Principles & Standards for Quality Charter School Authorizing. In that and subsequent editions, we have promoted this essential guidance to authorizing organizations and their leaders, as well as to policymakers who seek to support this work. Recognized as the leading framework for national best practice, having been written explicitly into half a dozen state charter school laws and implicitly into numerous others, this foundational resource guides authorizing practices across the country and is designed to help authorizers set high expectations for the schools they charter, while recognizing there are many ways for operators to meet those expectations.

Because authorizing is a continually developing profession, these professional standards must likewise evolve in response to the growth and complexity of the ever-growing charter school sector. The Principles & Standards derive from NACSA's vast experience, research, and work with authorizers across the nation. Accordingly, NACSA revisits and updates them regularly to address current challenges and reflect the latest lessons drawn from practice, research, and analysis.

The Principles & Standards framework is designed primarily for authorizing institutions. It provides practical guidance to help authorizer staff and authorizer board members carry out

their work as a standards-based profession, rather than simply a list of tasks. For policymakers, this publication highlights the complexity and challenges of quality authorizing—and the need for state policy to address and invest adequately in authorizing to achieve a quality charter school sector.

Principles & Standards is intended to serve, above all, as a guide to formative development for authorizers at all stages and levels of experience. For new or less-experienced authorizers, it offers an essential road map for planning and organizational development of strong practices, including the identification of areas where deeper guidance or additional assistance is needed. For experienced authorizers, this publication is a resource for identifying areas for improvement or refinement to achieve ever-stronger outcomes, as demonstrated by the quality of the schools they authorize.

In addition to promoting academic success, these Principles & Standards promote additional goals that are also the responsibility of authorizers. These goals include safeguarding:

- The rights of all students to enjoy equitable access to the schools of their choice, to receive appropriate services, and to be treated fairly;
- The public interest in ensuring that publicly funded programs are accountable, transparent, well governed, efficient, and effectively administered; and
- The autonomy of charter school operators, giving them the freedom to control core functions, which lies at the heart of the charter school concept.

The pursuit of these multiple, sometimes-competing goals requires an authorizer's professional judgment and thoughtful balancing.

HOW THESE PRINCIPLES & STANDARDS WERE DEVELOPED

The Principles & Standards are based on an enormous body of work, research, and input over many years from authorizers and other experts in the field. In addition to NACSA's own considerable board, staff, and organizational experience, these Principles & Standards are grounded in broad and deep experience collected over the years through:

- Multiple national advisory panels and focus groups bringing together experienced authorizers of all types with researchers and other experts and leaders in the charter movement;
- Broad input from NACSA members and other education leaders;
- NACSA's research practice, including in-depth authorizer evaluations, extensive interviews, document and policy analysis, and examination of reported practices and outcomes; and
- NACSA's learning and development work with new and experienced authorizers.

These inclusive processes have produced a rich base of knowledge built on deep experience, study, deliberation, and refinement that reflects collective insights on best practices among authorizers of all types and portfolio sizes across the country.

THE STRUCTURE AND CONTENT OF OUR FRAMEWORK

The Principles & Standards begin with three clearly stated Core Principles, followed by more detailed Standards and accompanying practical guidance that authorizers often seek.

- The Core Principles are broad, bedrock values that authorizers should uphold consistently throughout their pursuit and implementation of the Standards.
- The Standards are presented in five sections, each of which is introduced by a brief statement that summarizes the scope of the Standards that follow.
- Most of the Standards are “essential standards,” meaning that authorizers at every stage of development should place priority on following them.

A small number of “advanced standards” are also fully recommended for all authorizers; but given the need to prioritize, these may be more practical for authorizers who are already implementing the essential standards. Our team will utilize data collected, evaluative findings, and participant self-report to determine the appropriate differentiation of this learning content. It is likely that advanced authorizer standards will be prioritized during individual leadership coaching engagements and/or authorizer-specific PD plans in the latter years of the contract with IDOE.

The Principles for Quality Charter School Authorizing are:

1. **Maintain High Standards for Schools.** Challenges and opportunities to be explored within PD offerings for this principle may include: perceived and real logistical and political difficulties in articulating and holding school boards and operators accountable for outcomes; assessing specialized school models according to meaningful rather than standardized criteria.
2. **Uphold School Autonomy.** Challenges and opportunities to be explored within PD offerings for this principle may include: ways to minimize administrative and compliance-reporting related burdens on schools while still collecting adequate data for oversight purposes; promoting innovation and creative exercise of autonomies.
3. **Protect Student and Public Interests.** Challenges and opportunities to be explored within PD offerings for this principle may include: developing more comprehensive oversight mechanisms for special education programming in charter schools; holding school boards accountable for strong governance practices; how to increase transparency as an authorizer in both internal and external communications with the public.

The Standards for Quality Charter School Authorizing are:

1. **Agency Commitment and Capacity.** Challenges and opportunities to be explored within PD offerings for this principle may include: establishing a clear mission to guide authorizing work; protecting authorizing functions from conflicts of interest and

political influence; streamlining and systematizing authorizing workloads; and self-evaluations of current practices and capacities.

2. **Application Process & Decision Making.** Challenges and opportunities to be explored within PD offerings for this principle may include: updating Request for Proposals documents and guidance for new applicants; encouraging expansion and replication of schools that have demonstrated success and capacity for growth; viewing denied charter applications as formative learning for applicant teams and providing sound rationale for denials that will help them strengthen subsequent attempts.
3. **Performance Contracting.** Challenges and opportunities to be explored within PD offerings for this principle may include: best practices in contract negotiation; defining material terms; establishing performance expectations and monitoring systems within contract provisions; reviewing schools' third-party contracts with education service providers/ charter management organizations.
4. **Ongoing Oversight & Evaluation.** Challenges and opportunities to be explored within PD offerings for this principle may include: implementing comprehensive performance accountability and monitoring systems; communicating school evaluation methods; visiting schools for qualitative evidence gathering while respecting autonomy and minimizing interruptions to teaching and learning; efficient annual reporting practices; disaggregating student data to measure subgroup performance; ensuring equitable student discipline policies are consistently implemented; and interpreting financial audits.
5. **Revocation & Renewal Decision Making.** Challenges and opportunities to be explored within PD offerings for this principle may include: designing and implementing a transparent and rigorous renewal process; communicating decisions to the community; renewal with performance-based conditions; and closure protocols.

We have also identified the following as “**Special Topics**” of interest to many authorizers, and they are particularly relevant to Indiana’s focus on expanding and replicating proven charter school models:

1. **Elements for existing school operators or replicators.** Challenges and opportunities to be explored within PD offerings for this principle may include: expanded ways for schools to demonstrate capacity for growth; requiring growth and business plans; measuring community need and demand.
2. **Elements for applicants proposing to contract with education service or management providers.** Challenges and opportunities to be explored within PD offerings for this principle may include: school evaluation practices for providers’ portfolio of schools

under management; establishing minimum levels of success; roles and responsibilities of school boards/staff/service providers; and disclosures of potential conflicts of interest.

3. **Performance standards.** Challenges and opportunities to be explored within PD offerings for this principle may include: setting expectations for academic performance, including absolute proficiency, comparative proficiency, and growth; incorporate/align with state and federal accountability systems; including post-secondary readiness indicators; and including mission-specific goals and measures within accountability plans.
4. **Education service or management contracts.** Challenges and opportunities to be explored within PD offerings for this principle may include: maintaining the primacy of the charter contract over the third-party contract; ensuring schools' rights are preserved; reviewing and approving third-party contracts.

NACSA supports the effective implementation of these Principles & Standards through professional services to authorizing leadership and staff, policy guidance to state policymakers, and professional development programs focus on leadership and talent development. Each year, this work includes a multitude of supports to charter school authorizing boards and policymakers across the country in all aspects of the charter school life cycle from new school applications to performance accountability and renewal decisions. These engagements consist of customized contract work, Charter School Program (CSP) technical assistance projects, authorizer evaluations, policy and position papers, conference sessions, guides, customizable resources, and toolkits. The goal of all our supports is to strengthen the quality of charter schools. This means working with authorizers to ensure their policies and practices, in areas such as performance accountability, intervention, annual reporting, and renewal, go beyond ensuring legal compliance and are designed to produce quality in the sector – thereby using authorizing as levers for continuous school improvement. One recent example of this is NACSA's revised [Guide to Performance Frameworks](#). The performance frameworks, the accountability mechanism at the center of the school/authorizer relationship, establish the academic, financial, and organizational expectations a school must meet to earn renewal. After a decade of learning since NACSA's first edition in 2013, we convened more than 50 authorizers to explore updates that reflect today's environment and priorities. Their feedback informed and strengthened the current edition, which further elevates the focus on quality while emphasizing that the use of measurable disaggregated student data is the most important accountability element for authorizers to ensure improved student growth.

1.5 Identifying Kinds of Schools

The Respondent must provide a description of which schools are Quality/Improving, and which are low performing for each of the State's seven authorizers shared in Section 2 Objective/Purpose from the Scope of Work document for this RFP.

NACSA has significant experience analyzing the quality of charter school authorizer portfolios. As mentioned earlier in this response, NACSA'S [Quality Practice Project](#) (the QPP) was a multi-year initiative to identify what high-performing authorizers do to achieve strong student and public interest outcomes. The portfolio analyses and subsequent case studies led to important insights into authorizer practices that impact student outcomes. Since the release of the QPP, NACSA has conducted multiple similar portfolio analyses to measure the impact of its work with charter school authorizers.

ANALYZING INDIANA CHARTER SCHOOL PORTFOLIOS

The scope of work identified in the RFP requires respondents to provide portfolio performance analyses for each Indiana authorizer across academic, financial, and student equities outcomes. Developing an accurate description of which Indiana charter schools are Quality, Improving, and which are Low performing across these outcomes will require multiple, sometimes overlapping, areas of work.

Stakeholder Input: All states measure school performance in order to hold their public schools accountable. Often, states share common outcomes and metrics, but every state isn't the same. Indiana is unique and its communities and families have unique needs. NACSA's work to measure and track authorizer portfolio quality will be sensitive to the Indiana context and incorporate Indiana-specific measures and metrics wherever appropriate. First, NACSA will collect feedback from the IDOE and other stakeholders throughout the process of identifying appropriate academic, financial, and equity metrics, developing composite scores from those metrics, and identifying performance criteria. Specifically, NACSA will work with Scott Bess and Kim Reier of the Indiana Charter Innovation Center to engage stakeholders and consider the charter school, network, and authorizer perspectives in developing analysis criteria so that the sector as a whole find the ultimate results fair and informative. The IDOE is the ultimate decision-maker and will have the authority to sign off on our proposed criteria prior to data analyses being complete. Also, wherever possible, NACSA will use existing metrics developed and used by the IDOE to hold schools accountable.

Metric Identification: Accurately evaluating the performance of Indiana authorizers' charter school portfolios will necessitate common, valid metrics across authorizers. NACSA intends to incorporate Indiana's existing Graduates Prepared to Succeed (GPS) system to evaluate the academic performance of the schools in each authorizer's portfolio. GPS evaluates school performance across a range of academic metrics. As it has undergone significant vetting, Indiana's charter school authorizers are familiar with the system, and existing charter schools are already being measured using the metrics. Many of the metrics included in the GPS system

are reported using percentile rank. Percentile rank is a strong and convenient method to measure portfolio quality and improving schools.

Composite Score and Performance Criteria Development: Using Indiana-specific academic, financial, and social-equity metrics, NACSA will generate sub-scores for each performance area. Sub-scores will provide insight into specific strengths and areas for improvement within authorizer portfolios. Where appropriate, those insights will help cater professional development and training to authorizers' specific needs. NACSA will also calculate composite scores to describe the distribution of quality in each authorizer's portfolio and the overall progress of each authorizer in their efforts to increase the number of Quality/Improving schools in their portfolios.

Data Collection & Cleaning: NACSA and Briljent will build a dataset of Indiana charter school performance that includes academic, financial, and social equity performance results from publicly available federal and state sources as well as data provided by the 7 Indiana charter school authorizers. NACSA will facilitate the collection of any data directly from charter school authorizers. NACSA and Briljent will construct a baseline dataset, an updated data set that includes the following year's data.

Annual Data Collection & Analysis: Using criteria developed by NACSA and ICIC, NACSA and Briljent will categorize each charter school as Quality, Improving, or Low Performing at the metric- and school-level (using the collected and organized data) and calculate the number of schools in each category by authorizer for the baseline year and the following year.

Interpretation & Reporting: NACSA will prepare a standardized report that presents the findings from the baseline year and a report for the following year including a description of any changes in authorizer portfolio performance and description of the methods used to reach the findings.

1.6 Timeline of Strategic Arch

The Respondent must provide a timeline over the span of two years on how they will structure engagement and how they will determine the quality of rising authorizers shared in Section 3 Timeline of Project from the Scope of Work document for this RFP.

We have provided a combined timeline table below to provide the information requested in 1.6 and 1.7 and illustrate the interdependent nature of the activities.

1.7 Key Benchmarks within the Timeline

The Respondent must identify key benchmarks or engagements throughout the program to demonstrate progress shared in Section 3 Timeline of Project from the Scope of Work document for this RFP.

INITIAL CONTRACT TERM – YEARS ONE AND TWO

Post-Contract Execution	Project Component						
	Project Management	Portfolio Analysis	Foundational PD (Pathway 1)	Authorizer Evaluation	Customized PD (Pathway 2)	Leadership Coaching (Pathway 3)	Program Evaluation & Progress Tracking
Month 1	Project Kickoff, Establish Check-In Schedule, Share Workplan	Engage Stakeholder Groups and Collect Feedback on Data Collection, Metrics, and Portfolio Analysis Design	Submit Key Deliverable: Approval of Authorizer Program Design & Logistics				
Month 2	Complete Desk Audit of Indiana Authorizer Context/Policy/Statute; Check-In with IDOE staff	Engage stakeholders and collect qualitative and quantitative feedback, utilize findings from across all stakeholder engagement methods and events to inform portfolio analysis and identify metrics.	Launch Year 1 PD Offerings: Virtual Session 1	Customize NACSA's Authorizer Evaluation Protocol and Tools with partner organization, Virtuoso Education			Finalize program evaluation plan based on schedule of PD offerings in Year 1

Month 3	Check-In with IDOE staff	Data Collection and Cleaning with support from partner organization, Brilljent					
Month 4	Check-In with IDOE staff		Virtual Session 2	Execute authorizer evaluations for 7 Indiana authorizers and craft recommendations for practice improvements			Pre-and post-survey evaluation to measure PD effectiveness
Month 5	Check-In with IDOE staff		In-Person Workshop 1				
Month 6	Check-In with IDOE staff	Submit Key Deliverable: Collection of Baseline Data on School Performance	Virtual Session 3		Submit Key Deliverable: Establish Multi-Year Plan of Group trainings for Authorizers on challenges and best practices		Pre-and post-survey evaluation to measure PD effectiveness
Month 7	Check-In with IDOE staff	Composite Score and Performance Criteria Development	Virtual Session 4		Data-driven Individual Authorizer PD Sessions		
Month 8	Check-In with IDOE staff		In-Person Workshop 2		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness
Month 9	Check-In with IDOE staff	Analysis, Interpretation, and Creating Reports	Virtual Session 5		Data-driven Individual Authorizer PD Sessions		
Month 10	Check-In with IDOE staff		Virtual Session 6		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness

Month 11	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions		
Month 12	Check-In with IDOE staff	Submit Key Deliverable: Establish School Performance Report for each Authorizer's Portfolio with Schools identified as "Quality/Improving" or "Low Performing"	Virtual Session 7	Submit Key Deliverable: Collection of Baseline Data on Authorizer Practices	Data-driven Individual Authorizer PD Sessions		Summarize pre- and post-survey evaluation results across Year 1 PD offerings and share with IDOE
Month 13	Check-In with IDOE staff		In-Person Workshop 3		Data-driven Individual Authorizer PD Sessions	Leader(s) from each authorizing office nominated/selected	
Month 14	Check-In with IDOE staff		Virtual Session 8		Data-driven Individual Authorizer PD Sessions	Individual Leadership Coaching Kickoff/ Staff Assignments Made	Pre-and post-survey evaluation to measure PD effectiveness
Month 15	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
Month 16	Check-In with IDOE staff		Virtual Session 9		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness

Month 17	Check-In with IDOE staff	Data Collection and Cleaning with support from partner organization, Brilljent			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
Month 18	Check-In with IDOE staff		Virtual Session 10		Data-driven Individual Authorizer PD Sessions		
Month 19	Check-In with IDOE staff		In-Person Workshop 4		Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	Pre-and post-survey evaluation to measure PD effectiveness
Month 20	Check-In with IDOE staff		Virtual Session 11		Data-driven Individual Authorizer PD Sessions		
Month 21	Check-In with IDOE staff	Analysis, Interpretation, and Creating Reports			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
Month 22	Check-In with IDOE staff		Virtual Session 12		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness.
Month 23	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
Month 24	Check-In with IDOE staff	Submit Key Deliverable: Annual Charter Portfolio Reviews including annual evaluation data informs goals		Submit Key Deliverable: End-of-Year 2 Summary Report			Summarize pre-and post-survey evaluation results across Year 2 PD offerings and share with IDOE

		for improvement, including specific targets for increasing the number of children in charter schools evaluated as “Quality” or “Improving”.					
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1.8 Additional Timeline of Strategic Arc

If the Respondent wants to continue their arc past the initial contract of two years, the Respondent must provide an additional timeline for each year on how they will continue supporting engagement and determine the quality of rising authorizers shared in Section 3 Timeline of Project from the Scope of Work document for this RFP.

Project Component							
Year	Project Management	Portfolio Analysis	Foundational PD (Pathway 1)	Authorizer Evaluation	Customized PD (Pathway 2)	Leadership Coaching (Pathway 3)	Program Evaluation & Progress Tracking
3	Update Workplan based on Evolving IDOE priorities for Y3		Submit Key Deliverable: Approval of Authorizer Program Design & Logistics				
3	Check-In with IDOE staff		Launch Year 3 PD Offerings: Virtual Session 1				Finalize program evaluation plan based on schedule of PD offerings in Year 3

3	Check-In with IDOE staff	Data Collection and Cleaning with support from partner organization, Briljent					
3	Check-In with IDOE staff		Virtual Session 2	Execute authorizer evaluations for 7 Indiana authorizers and craft recommendations for practice improvements			Pre-and post-survey evaluation to measure PD effectiveness
3	Check-In with IDOE staff		In-Person Workshop 1				
3	Check-In with IDOE staff		Virtual Session 3		Submit Key Deliverable: Establish Multi-Year Plan of Group trainings for Authorizers on challenges and best practices		Pre-and post-survey evaluation to measure PD effectiveness
3							
3	Check-In with IDOE staff		Virtual Session 4		Data-driven Individual Authorizer PD Sessions		
3	Check-In with IDOE staff		In-Person Workshop 2		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness
3	Check-In with IDOE staff	Analysis, Interpretation, and Creating Reports	Virtual Session 5		Data-driven Individual Authorizer PD Sessions		
3	Check-In with IDOE staff		Virtual Session 6		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness

3	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions		
3	Check-In with IDOE staff	Submit Key Deliverable: School Performance Report for each Authorizer's Portfolio with Schools identified as "Quality/Improving" or "Low Performing"	Virtual Session 7	Submit Key Deliverable: Updated Data on Authorizer Practices	Data-driven Individual Authorizer PD Sessions		Summarize pre- and post-survey evaluation results across Year 3 PD offerings and share with IDOE
4	Update Workplan based on Evolving IDOE priorities for Y4		Launch Year 4 PD Offerings: In-Person Workshop 1		Data-driven Individual Authorizer PD Sessions	Leader(s) from each authorizing office nominated/selected	Finalize program evaluation plan based on schedule of PD offerings in Year 4
4	Check-In with IDOE staff		Virtual Session 1		Data-driven Individual Authorizer PD Sessions	Individual Leadership Coaching Kickoff/ Staff Assignments Made	Pre-and post-survey evaluation to measure PD effectiveness
4	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
4	Check-In with IDOE staff		Virtual Session 2		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness
4	Check-In with IDOE staff	Data Collection and Cleaning with support from			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	

		partner organization, Briljent					
4	Check-In with IDOE staff		Virtual Session 3		Data-driven Individual Authorizer PD Sessions		
4	Check-In with IDOE staff		In-Person Workshop 2		Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	Pre-and post-survey evaluation to measure PD effectiveness
4	Check-In with IDOE staff		Virtual Session 4		Data-driven Individual Authorizer PD Sessions		
4	Check-In with IDOE staff	Analysis, Interpretation, and Creating Reports			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
4	Check-In with IDOE staff		Virtual Session 5		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness.
4	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
4	Check-In with IDOE staff	Submit Key Deliverable: Annual Charter Portfolio Reviews including annual evaluation data informs goals for improvement, including specific targets for increasing the	Virtual Session 6	Submit Key Deliverable: End-of-Year 4 Summary Report			Summarize pre-and post-survey evaluation results across Year 4 PD offerings and share with IDOE

		number of children in charter schools evaluated as “Quality” or “Improving”.					
5	Update Workplan based on Evolving IDOE priorities for Y5		Launch Year 5 PD Offerings: In-Person Workshop 1		Data-driven Individual Authorizer PD Sessions	Leader(s) from each authorizing office nominated/ selected	Finalize program evaluation plan based on schedule of PD offerings in Year 5
5	Check-In with IDOE staff		Virtual Session 1		Data-driven Individual Authorizer PD Sessions	Individual Leadership Coaching Kickoff/ Staff Assignments Made	Pre-and post- survey evaluation to measure PD effectiveness
5	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
5	Check-In with IDOE staff		Virtual Session 2		Data-driven Individual Authorizer PD Sessions		Pre-and post- survey evaluation to measure PD effectiveness
5	Check-In with IDOE staff	Data Collection and Cleaning with support from partner organization, Briljent			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
5	Check-In with IDOE staff		Virtual Session 3		Data-driven Individual Authorizer PD Sessions		
5	Check-In with IDOE staff		In-Person Workshop 2		Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	Pre-and post- survey evaluation

							to measure PD effectiveness
5	Check-In with IDOE staff		Virtual Session 4		Data-driven Individual Authorizer PD Sessions		
5	Check-In with IDOE staff	Analysis, Interpretation, and Creating Reports			Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
5	Check-In with IDOE staff		Virtual Session 5		Data-driven Individual Authorizer PD Sessions		Pre-and post-survey evaluation to measure PD effectiveness
5	Check-In with IDOE staff				Data-driven Individual Authorizer PD Sessions	Individual Leadership coaching sessions	
5	Check-In with IDOE staff	Submit Key Deliverable: Annual Charter Portfolio Reviews including annual evaluation data informs goals for improvement, including specific targets for increasing the number of children in charter schools evaluated as “Quality” or “Improving”.		Submit Key Deliverable: End-of-Year 5 Summary Report			Summarize pre-and post-survey evaluation results across Year 5 PD offerings and share with IDOE

1.9 Approval of Authorizer Program Design and Logistics

The Respondent must describe a proposed scope and sequence for authorizer PD, identify core learning objectives of the program, establish assessments of learning and key deliverables of the authorizer program shared in Section 3 Timeline of Project from the Scope of Work document for this RFP.

NACSA will use its Principles & Standards to guide professional development and evaluations for and of Indiana authorizers. Specific scope and sequences for each PD Pathway can only be developed with the input of IDOE staff, authorizer stakeholder, our partners, and data sources to be collected, but we will build off of the possible challenges and opportunities mentioned on pages 22-24 and prepare similar session agendas with learning objectives and assessments of learning as included in the samples from our TALA program in Attachment H.

1.10 Collection of Baseline Data

The Respondent must describe a way to collect data on IN's authorizers that show the portfolio of charter school performance (academic, financial and student equities) and authorizing practices as described in Section 3 Timeline of Project from the Scope of Work document for this RFP.

For a more comprehensive description of our proposed data collection, analysis, and categorization plans, please refer to our response on pages 25-26.

Under NACSA's direction and oversight, Briljent staff will build a dataset of Indiana charter school performance that includes academic, financial, and social equity performance results from publicly available federal and state sources as well as data provided by the 7 Indiana charter school authorizers. NACSA and its partners, particularly ICIC, will facilitate the collection of any data directly from charter school authorizers. Briljent will provide a baseline dataset in year one, and we anticipate this component of the work will take approximately three months to complete.

1.11 Establishing Multi-Year Plan

The Respondent must establish group trainings promoting collaboration amongst authorizers and be able to identify Challenges & best practices in critical practice areas such as: financial oversight, Special Ed & ELL rights, enrollment & recruitment compliance, discipline policies as described in Section 3 Timeline of Project from the Scope of Work document for this RFP.

Starting in approximately month 5 of the contract term, our team will host a full day professional development workshop in Indianapolis with content applicable to all authorizers in the state. Within the content plan for such workshops, we will include sufficient time for participants to collaborate and problem solve within small groups so that networking and relationship building can take place while they learn about critical practice areas. These connections will be nurtured through breakout groups in subsequent sessions and other in-person workshops of a similar format over the next two, or potentially five, years.

Post-authorizer evaluations, where there is sufficient commonality across any of the authorizers, we will also offer role-specific or content-specific opportunities relevant to group trainings. For example, we may establish a higher education institution (HEI) authorizer group to highlight particular opportunities or challenges faced by those organizations within Indiana and nationally.

1.12 Annual Charter Portfolio Reviews

The Respondent must include annual evaluation data informs goals for improvement, including specific targets for increasing the number of children in charter schools evaluated as “Quality” or “Improving” as described in Section 3 Timeline of Project from the Scope of Work document for this RFP.

For a more comprehensive description of our proposed data collection, analysis, and categorization plans, please refer to our response on pages 25-26.

NACSA and Briljent will annually produce an updated data set that includes the following year’s data, and a description (or linked description) of each metric included in the dataset. Using criteria developed by NACSA, NACSA and Briljent will categorize each charter school as Quality, Improving, or Low Performing at the metric- and school-level (using the collected and organized data) and calculate the number of schools in each category by authorizer for the baseline year and the following year.

NACSA will engage stakeholders, including the IDOE, ICIC, and Virtuoso Consulting in the development of ambitious, yet attainable, annual goals for improvement and authorizer-specific targets for the percentage of schools moving into the “Quality/Improving” category each year. We will report on the level of goal attainment to the IDOE annually as an important measure of overall project success.

1.13 Structure of Engagement

The Respondent must describe the structure and frequency of professional development & consulting, from beginning to the end, throughout the engagement shared in Section 4 Structure of Engagement from the Scope of Work document for this RFP.

During the first two years of the contract and during subsequent years if the IDOE desires, the NACSA team will provide three parallel pathways for authorizer professional development. The first pathway will include bimonthly virtual sessions and biannual in person workshops aligned to our Principles & Standards to provide a standardized foundation of expectation, terminology, and practice for all of Indiana’s authorizers regardless of level of experience, capacity, or performance. Virtual content will be recorded for hosting on AuthoRISE, NACSA’s learning management system, for reference or access by new authorizers at any time. Upon contract execution, NACSA will provide a proposed scope and sequence of these PD topics and approximate dates for IDOE approval, and we would launch the first session as soon as possible to generate interest amongst stakeholders. Both in-person events each year will be hosted by our partners at CELL at the University of Indianapolis, in order to provide a centralized and consistent hub for our presence in the state.

The second pathway will consist of customized professional development supports based on each authorizer's evaluation and subsequent recommendations, so these will not likely launch until year two. Dependent on those findings, practical considerations for prioritization, and the cyclical nature of many authorizing tasks, we will work with each office independently to design a scope and sequence of role-specific and all-staff virtual PD sessions. We anticipate offering each authorizing office at least four customized sessions per year, designed and facilitated by a NACSA staff member with appropriate experience. Authorizers with more significant needs, as identified through a combination of portfolio data and evaluation findings, will receive more frequent sessions- as many as eight per year. These topics may include, but are not limited to, differentiated oversight systems such as intervention strategies, fiscal oversight, qualitative data collection methods during site visits, and heightened analyses of student subgroup performance.

In addition to presenter-facilitated PD offerings, NACSA will also anchor and extend these learnings with a set of Indiana-specific authorizer tools and templates contained in an "[Authorizing Toolkit](#)." In each year of the contract term, we will customize several existing NACSA core resources for easy adoption/adaptation by participants. By the end of the engagement, authorizers in Indiana will possess a robust resource of codified best practices relevant to their context and priorities.

The third pathway of professional development will be personalized leadership coaching for upcoming and/or senior leaders within each authorizing office. Up to seven leaders each year (likely one leader per office, but we will be flexible as to adjusting that arrangement based on specific requests and circumstances, such as emergent authorizers over the course of the contract period) will receive 10 hours of personalized coaching from an experienced NACSA mentor on topics that are most pertinent to their development. These areas could include, but are not limited to, change management, external or internal communications, and productive board reporting and dynamics. Leader selection will be the responsibility of the office and is based in part on their willingness and availability to commit to a self-evaluation, sequence of sessions, and pre-work in between to optimize the value of the coaching.

The structure and frequency of these PD pathways will remain consistent over the life of the contract, including possible extension years.

1.14 Evaluating Degrees of Success

The Respondent must describe how the organization will evaluate the success of the professional development and training programming. The Respondent must include examples of goals, evidence to collect, and data that may be used to evaluate the success of the program in conjunction with the organization's vision shared in Section 4 Structure of Engagement from the Scope of Work document for this RFP.

Briljent will serve as a third-party evaluator to gauge the success of our professional development and training programming. Briljent staff will conduct a comprehensive program evaluation that supports continuous improvement by describing summative outcomes following our PD sessions and events for the duration of our contract with the IDOE. The continuous improvement component will provide timely information to our team so we can refine and improve our activities

and offerings based on recipient feedback. The summative evaluation component will also provide the IDOE with evidence about the efficacy of NACSA's PD programming, such as how the behavior of authorizers changed after receiving various supports and how school outcomes changed over the same time frame.

Surveying: Briljent will field web-based pre-session and post PD-session surveys using Qualtrics (or an equivalent platform) for up to 12 activities per contract year. When there are more than 12 PD sessions per year, NACSA and Briljent will collaboratively determine a representative sampling of the events for evaluation, based on topic area, intended audience, and format. Each survey will take up to five minutes for PD recipients to complete. Briljent will revise up to two questions per session to account for NACSA's adjustments over the course of the project. We do not currently assume any incentives to encourage survey completion.

Briljent will field a follow-up survey using Qualtrics to PD recipients to measure the level to which they have adapted or adopted new authorizing practices. The survey will take up to five minutes for recipients to complete. The survey will be administered once in 2025 for recipients at all sessions that ended at least six months earlier than the data collection window. The survey will be administered annually in subsequent year for PD recipients at all remaining sessions.

Reporting: Briljent will ultimately prepare a standardized report that presents all findings from the pre-session and post-session surveys, as soon as practically possible after each PD, and the follow-up survey results for each evaluated session when available. In addition, Briljent will deliver one draft and one final iteration of an annual evaluation report in each year of the contract. These evaluation reports will be shared with IDOE at periodic check ins, or more frequently if requested.

In addition to holding ourselves accountable for high quality professional development and authorizer support services, NACSA recognizes the ultimate goals of Indiana's grant will be evaluated at least in part based on the improvement of its charter schools. We will cross-reference our third-party evaluation results with annual progress reports based on school performance data (which specific benchmarks to be determined) to see that our efforts are producing the desired results.

Budget

Our budgetary information is contained in the required format in the attached Cost Proposal.