Narrative

There is an important distinction between EMOs which have executive authority over a school and partial service contractors (also known as à la carte management companies) which are referred to as "vendors." Graduation First (GF) is a vendor that will share ACYR's facilities and teachers in order to operate a Dropout Recovery Program (DRP).

Graduation First (GF) will improve AYCR's/Center of Excellence's (COE) dropout and graduation rate by using GF to give students credit recovery options, preparation classes for college and AZ MERIT testing. GF will share our computer lab, which will become an extension of the school. The GF, Graduation First, will recruit students who drop out for more than 30 days due to issues such as attendance, social/emotional deficiencies, pregnancy, family obligations, and motivational problems. Our **community will be positively impacted** by the mission of Graduation First to reach out and recruit students in our community to finish their high school education and earn their diplomas. Phoenix Union High School district and surrounding businesses will benefit by the increase in graduates. AYCR and the GF will share facilities and staff along with learning tools, and professional development opportunities which will result in a cost savings for ACYR. Edgenuity will replace Odyssey and Study Island as the AOI provider, thereby saving COE $10,500 a year.

1. Needs analysis

a. Our need for a DRP is driven by our population's high dropout rates. The high rate is often due to poor attendance caused by financial pressures to work, pregnancy, drug use, or high mobility. We began the 2014 school year with 116 students and we are projected to finish with 82. Phoenix has the highest dropout rate in the nation.

b. **Our students' barriers** to other school programs begin with poor attendance. Once our students have over 10 absences they are dropped until the next semester. Our DRP will follow A.R.S. § 15-901.06 which allows the DRP to operate without attendance barriers. DRP, Graduation First, will also give students the option to take and focus on one class at a time or several classes at a time, deterring students from dropping out. Students can also take Credit Recovery classes to catch up on past failures. Graduation First gives students the opportunity to utilize prescriptive testing, test out of classes they mastered the standards in, or parts of their classes, and control the pace at which they learn. Students have the option to simultaneously take many classes ranging from advanced placement to over 121 class options in 17 languages, offered through our curriculum delivery vendor (Edgenuity). We will provide every student with a Written Learning Plan (WLP).

We believe ACYR offers a personal one-on-one, warm, nurturing environment that proves to be effective. In order to maximize our effectiveness, we need more classes and the opportunity to control credit recovery and W-4's. As a credit recovery program, our DRP program will assign students to the computer lab before and after school hours thus **extending the learning day**. Students will also benefit from the extended support of mentors and life coaches provided by the GF.

Our mentors **raise accountability** for each student by tracking and communicating with each student on his or her daily progress while nurturing and encouraging a personal relationship using our proven (SEI) Social emotional Instruction. The mentors and students have the option to work together with ACYR's Workforce Development program and help students apply for jobs. We do not simply teach about college and career preparedness with a counselor; we make it a reality. We enhance students' self-esteem by giving them purpose, demonstrating learning by doing, and helping them to establish more focus in their lives. These positive outcomes help to overcome the barriers the students have experienced in school and in their lives.

c. **Measures of effectiveness** of our DRP. We asses every quarter using Genius, our student management system which includes the following list of data:

- Number of students who earn credit
- Number of students who do not dropout (W-4's)
- Number of students who improve on AZ-MERRIT
- Number of students who earn a diploma
- Number of students who increase lab attendance
- Number of students who earn .5 credits in recovery
- Number of students who find a job
- Number of students who enter a college or university
- Amount of college scholarship money earned by our seniors

2. Educational Programs

a. Depth and breadth of the instruction programs.

- **Design of courses** are done by the award winning and an accredited curriculum design team of Edgenuity. This program is designed to meet the new core curriculum standards of the Arizona Department of Education
- **Delivery of our program** includes online use of Edgenuity in our computer lab at AYCR and includes our teachers tutoring two to three nights a week, thus creating a blended learning model
- **Alignment to Arizona's college and career ready standards** will be mastered by all students while taking their classes using Edgenuity, a common core and college career standards aligned curriculum.

Colleges, universities and employers want students to:

- Conduct research and apply that research to solve problems or address a particular issue;

- Identify areas for research, narrow those topics and adjust research methodology as necessary, and evaluate and synthesize primary and secondary resources as they develop and defend their own conclusions;

- Apply skills and knowledge across the content areas to solve real-world problems;

- Model real-world situations and persevere in solving complex and novel problems. Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework. Being college ready means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e., a certificate, license, associate degree or bachelor's degree).

b. **Students learning plan** includes career and college options. Our counselor will conduct monthly workshops in our lab on college and career curriculum meeting our Arizona State Standards (see Appendix A) by requiring a written learning plan.

c. Our counselor will conduct monthly workshops and mentors must schedule times when filling out the written learning plan.

d. Appendix B includes the Edgenuity **course list for Arizona**, the core curriculum, evidence of how our curriculum meets the state standards. Our registrar and counselor are trained to use Genius, our student management system in order to track the 22 credits needed to earn a Center of Excellence High School diploma or 24 credits to earn a Center of Excellence *Scholastic* High School diploma – not currently offered to COE students, but made possible with the Engenuity software.

e. **Criteria for graduation** and protocols for course completion is in our student and faculty handbook attached as Appendix C.

f. The criteria and protocols for **placing students ages 16-22 in a DRP alternative school** are set forth in the attached Appendices D and E.g. During a student's first **2 months of enrollment** in our DRP, we will send him or her a welcome letter, evaluate their transcripts and collect records. We then have mentors meet with our students a second time to fill out a WLP. Students must then begin a class and make progress according to our *6 weeks finish rule*. If students do not complete the requirements, they are placed on probation by the instructor. This is all tracked by our dashboard using Edgenuity protocols for Student enrollment and progress (see Appendix E).

h. **Program re-entry for non-progress**: Students are placed on academic probation and must meet with their mentor for non-progress in the first 2 months. Students should earn .5 credit per month. (See Appendix F.)

3. Management

a. **DRP integration into COE** starts with the use of facilities and student access. Any of our students who are short credit, have attendance issues, need remediation or become a 30 day dropout will be given access to our DRP. Staff will have the option to be an online instructor or a mentor after proper training with Edgenuity and our GF protocols. We will include monthly workshops and celebrity celebrations with the GF and ACYR students.

b. Mr. Dunning, operator of the GF and 17 year principal in public education, will be in partnership with Kelly Sheick, Principal of COE, to implement the DRP. We will use the following report card in order to **assess and adjust** our DRP program.

- Number of students who earn credit
- Number of students that do not dropout W-4's
- Number of students improve on AZ-MERRIT
- Number of students that earn a diploma
- Number of students that attending our lab
- Number of students that earn a .5 credit in recovery
- Number of students entering a college or university
- Amount of college scholarship money earned by our seniors

Mr. Dunning's **role and responsibility** will be to conduct and control all daily operations of the DRP. He will follow the attached contract (see Appendix G).

Kelly Sheick's **role and responsibility** will be to communicate and support students utilizing the Edgenuity curriculum to enhance student class offerings. Students will be allowed to use the credit recovery program by being enrolled in one or more classes. Students will have access to after-school lab times and can also participate in workshops designed to remediate students with learning deficits.

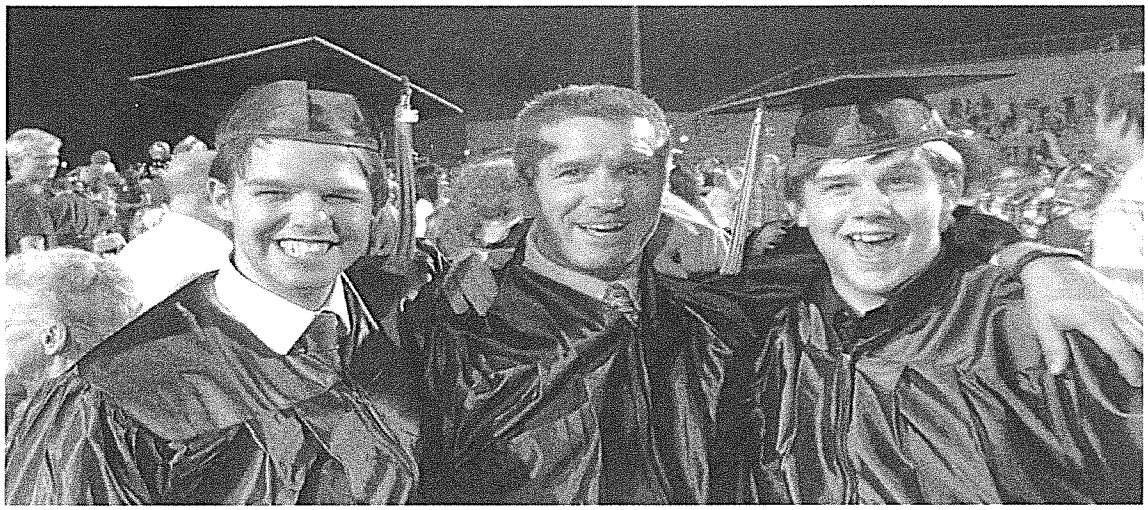
Mr. Dunning and Kelly Sheick will work together on offering COE teachers online teaching opportunities when available. Mentors and secretary staff will be shared to improve both COE and DRP programs.

c. Mr. Dunning's resume and **qualifications** include 24 years' experience working with troubled youths as a teacher, coach, counselor and administrator (see Appendix H).

Joel Dunning **"The Dropout Bounty Hunter"**

I am currently the CEO of Graduation First AZ LLC, a Dropout Recovery Program (DRP) in the Phoenix area. Utilizing the new 2012 legislation ARS §15-901.06, I have created an effective DRP that uses a blended and flipped classroom model. We use labs around the Valley to give students the one on one help they need. By using Edgenuity, an online curriculum delivery system, and assigning students to dedicated teachers, mentors and life coaches, we improve .

graduation rates in Arizona.



The success with our credit recovery program at Skyline High School in the Mesa Public School district fueled my drive to improve our graduation rates. Skyline High Schools credit recovery program set records in the state of Arizona for a school-based dropout prevention program (DRP). With the help of a dedicated core of teachers, we set up our curriculum to focus on the essential knowledge and skills aligned to equip the students for the next courses in their sequence of classes. 89% of all math students who completed a credit recovery class passed their next math class in our sequence of classes. This curriculum alignment included curriculum written, curriculum taught and curriculum tested. This improved their math department's alignment systemically. Data on the 2012 first year of implementation included 101 students earned credit during the school year and 84 during summer school. In 2013, 439 students earned .5 credits or more during the year. In 2014, 449 students earned .5 or more credits as we added a Social emotional Instruction (SEI) component to the program.

In spite of the challenge of creating a school within a school, with students with short credits and creating an Academic intervention program to improve credit recovery, we offered attendance and motivational programs that promoted study skills, social and emotional skills. 2014 was our first year of implementation and 92 seniors graduated on time with the help of the Social emotional Instruction (SEI) and our credit recovery program.

In 2010-2013 I implemented the Skyline and Westwood high school networks which aligned the curriculum written, taught and tested in all elementary and junior high feeder schools. This involved working with teams of teachers from 14 elementary, 5 junior highs and 2 high schools. Our goals included power standard, formative, summative assessments, articulation of grades k-12, and creating powerful PLC's that aligned the curriculum. I have become an instructional leader who promotes teaming and brain based instruction strategies. I was a consultant in the rocky mountain region, speaking on teaming, authentic assessment, interdisciplinary instruction and building school networks and plan to provide these services in Arizona, as well. Principals

of the future must link technology to create a stimulating learning environment for all types of learners.

d. **Responsibilities and qualifications** for mentors are listed in our handbook (Appendix I). Our mentors have fingerprint clearance cards and must have a high school diploma or college degree. Our mentors go through a rigorous training program learning how to motivate and follow our protocols in order to work with our students.

e. **Kelly Sheick will have responsibility** to oversee the DRP.

"The **reason for contracting with our GF**, Graduation First AZ LLC, is because I believe in the mission statement of the company and the depth of educational experience in the owner operator of the company. I believe COE and Graduation First are a good fit in helping troubled youth in our community by creating personal relationships and instilling community with peer leadership SEI Social emotional Instructional programs. Our mission at COE will be expanded by a larger offering of classes and shared resources of teacher's, lab time, leadership opportunities, and teacher in-service instruction. Our ability to retain students and expand our enrollment is exciting and I am looking forward to helping more students," Kelly Sheick.

Appendix A has multiple documents describing the accreditation with Edgenuity.

Appendices

Appendix A-Edgenuity's Accreditations

Appendix B-Edgenuity National Course List & Arizona Course List

Appendix C-Arizona's Department of Education Graduation Requirements & Criteria for Graduation from Student Handbook

Appendix D-Mentor Protocols for placement in DRP

Appendix E-Edgenuity dashboard screen shot

Appendix F-Mentor Protocols for student pacing

Appendix G-GF and AYCR contract

Appendix H-Resume

Appendix I-Mentor Qualifications

Appendix J-Mr. Dunning Cert. & Finger print Clearance, proof of Insurance

Appendix A

Appendix A

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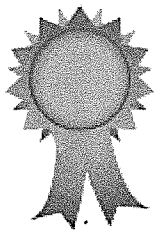
Edgenuity Accreditations and Affiliations

True to our fundamental belief in the value of partnerships, Edgenuity works closely with a number of industry organizations to partner, affiliate, or achieve accreditation or approvals for our engaging and effective solutions. Here's a summary:

Accreditation:



Edgenuity Virtual Academy is accredited by AdvancED.

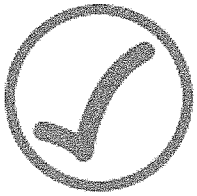
Instructional Materials by State:

- California 2014 Primary Mathematics Instructional Materials Adoption (CA Common Core Mathematics 6-8)
- Georgia 2013 CCGPS ELA 6-12
- Georgia 2012 CCGPS Math 6-12
- Utah Department of Education Instructional Materials Adoption, Spring/Fall 2013
- Oregon Instructional Materials 2013 – Common Core ELA 6-8
- West Virginia Instructional Materials Off-Cycle Mathematics and Social Studies 2014

National Sponsorships:

- Digital Learning Day
- Foundation for Excellence in Education
- iNACOL
- Institute for a Competitive Workforce Development
- Keeping Pace 2014 Report

Approvals:

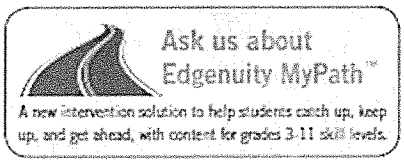


- Arkansas Department of Education Online Provider
- California Learning Resource Network (CLRN)
- College Board Online Advanced Placement Provider
- Florida Virtual Instruction Program Provider
- iNACOL Course Review
- Louisiana Course Choice Provider
- NCAA
- Nevada State Department of Education Online Course Provider
- North Dakota Department of Education Online Provider
- Oklahoma State Department of Education Supplemental Online Provider
- Pennsylvania Department of Education Online Course Catalog
- South Carolina Department of Education Instructional Materials Adoption
- University of California Office of the President (UCOP) A-G Online Provider
- Virginia Department of Education Multidivision Online Provider
- Washington State Department of Education Online Provider

Edgenuity combines the stability of an established company with the fast-paced, nimble culture of a startup. Our award-winning curriculum has helped more than one million students succeed, and we're proud to partner with schools in all 50 states to improve the quality and equity of education. But we don't stop there. We're always seeking ways to enhance and grow our offerings.

Appendix B

National Course List



Edgenuity offers a full range of standards-based core curriculum and elective courses. We can also customize any course to align to the needs of your school or district.

English Language Arts

- English Language Arts 6
- English Language Arts 7
- English Language Arts 8
- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12
- Literacy & Comprehension I*
- Literacy & Comprehension II*
- Expository Reading and Writing
- Introduction to Communications and Speech*
- IDEA Writing*
- Classic Novels & Author Studies**

Mathematics

- Mathematics 6
- Mathematics 7
- Mathematics 8
- Pre-Algebra
- Algebra I
- Geometry
- Algebra II
- Precalculus
- Integrated Mathematics I
- Integrated Mathematics II
- Integrated Mathematics III
- Mathematical Models with Applications
- Financial Math
- Trigonometry*

Science

- Life Science
- Earth Science
- Physical Science
- Biology
- Chemistry
- Physics
- Environmental Science

Social Studies

- Middle School World History
- Middle School U.S. History
- Middle School Civics, Government, & Economics
- Middle School World Cultures & Geography
- Survey of World History
- Modern World History
- U.S. History I
- U.S. History II
- Survey of U.S. History
- U.S. Government*
- Economics*
- Human Geography

General Electives

- Art History I*
- Health & Physical Education bundle
- Intro to Art*
- Online Learning & Digital Citizenship* (Available December 2014)
- Psychology
- Sociology*
- Strategies for Academic Success*

World Languages

Middle School

- Spanish 1
- Spanish 2
- French 1
- French 2
- German 1
- German 2
- Chinese 1
- Chinese 2
- Latin 1
- Latin 2

High School

- Spanish I
- Spanish II
- Spanish III
- French I
- French II
- French III
- German I
- German II
- Chinese I
- Chinese II
- Latin I
- Latin II

For more information contact us at:

877.7CLICKS | solutions@edgenuity.com

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National Course List, continued

Edgenuity offers a full range of standards-based core curriculum and elective courses. We can also customize any course to align to the needs of your school or district.

Advanced Placement®

- English Language & Composition
- English Literature & Composition
- Environmental Science
- French Language & Culture
- Human Geography
- Psychology
- Spanish Language & Culture
- World History

Dual Credit Courses by Sophia®

Priced Separately by Student Enrollment

- Accounting*
- Approaches to Studying Religion*
- College Algebra*
- Conflict Resolution*
- Human Biology*
- Introduction to Art History*
- Introduction to Psychology*
- Introduction to Sociology*
- Introduction to Statistics*
- Macroeconomics*
- Microeconomics*
- Project Management*
- Visual Communications*

Career Electives

- 3D Art I – Modeling*
- 3D Art II – Animation*
- Career Explorations*
- Career Planning & Development*
- Computer Applications: Office® 2007*
- Computer Applications: Office® 2010*
- Computer Science*
- Digital Arts*
- Engineering Design*
- Intro to Entrepreneurship*
- Personal Finance*
- Projects in Audio Engineering**
- Projects in Game Design**

Career Pathways

- Health Science Concepts
- Introduction to Business
- Introduction to Health Sciences
- Introduction to Information Technology
- Medical Terminology*
- Microsoft® Office® Specialist
- Nursing Assistant
- Pharmacy Technician

Test Preparation

- SAT®
- ACT®
- GED®
- HiSET®
- TASC®
- COMPASS®
- ACCUPLACER®

* One-semester course

** Supplemental course

Notes

AP®, Advanced Placement®, SAT® and ACCUPLACER® are registered trademarks of the College Board.

ACT® and COMPASS® are registered trademarks of ACT, Inc.

GED® is a registered trademark of the American Council on Education.

HiSET® is a registered trademark of Educational Testing Service (ETS).

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World language courses provided by pocketspeak

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Appendix C

High School Graduation Requirements

Credit Requirements

The below table summarizes the **minimum** credit requirements for high school graduation in Arizona for the graduating class of 2013 and beyond. Please note that school districts and charter schools may, at their discretion, establish additional graduation credit requirements for their students.

Class of 2013 and Beyond	
English	4 credits
Math [1] [2]	4 credits
Science [3]	3 credits
Social Studies [4]	3 credits
CTE/Fine Art	1 credit
Electives	7 credits
Total	**22 credits**

[1] Math courses shall consist of Algebra I, Geometry, Algebra II (or its equivalent) and an additional course with significant math content as determined by district governing boards or charter schools. Students who have not earned formal credit in Algebra I and Geometry but who have covered the course content described in State Board of Education administrative rule R7-2-302 are deemed to have met the requirement for graduation.
[2] The Algebra II requirement may be modified using a Personal Curriculum as outlined in R7-2-302.03. For questions specific to the Personal Curriculum, please contact either Suzi.Mast@azed.gov or Frankie.Sullivan@azed.gov.
[3] Three credits of science in preparation for proficiency at the high school level on the Arizona's Instrument to Measure Standards (AIMS) test.
[4] Social Studies shall consist of one credit of American History, one credit of World History/Geography, one-half credit of government and one-half credit of economics.

For more detailed information and to view the complete requirements as outlined in State Board of Education administrative rule R7-2-302, please ***click here****.*

Testing Requirements (AIMS & Arizona's New State Assessment)

AIMS

State statute and State Board of Education Rules establish AIMS HS Writing, Reading, and Mathematics as the competency tests students must pass for graduation from an Arizona public high school. This requirement was first effective for the graduating class of 2006.

For those students who do not earn passing scores on all three content areas of AIMS HS there are alternative methods for meeting the AIMS high school graduation requirement. For more information on these alternative methods, please view the documents below:

- Overview of AIMS High School Graduation Requirement – *revised August 2013*
- Transition Table from AIMS to New Statewide Assessment – *revised August 2013*
- College Entrance Exam Reciprocity – *revised April 2013*
- Other States' Exam Reciprocity – *revised August 2012*
  If you have any questions about a specific case, please email HighSchoolGraduation@azed.gov for assistance.
- Augmentation Worksheet for School Years 2013-2016 – *revised August 2013*

Pending statutory changes currently under consideration, **the AIMS HS Graduation Requirement and the alternative methods for meeting that requirement will remain in place through December 31, 2016**. Spring 2014 will be the last time AIMS is administered to sophomores. AIMS retesting opportunities will be available for juniors and seniors through Fall 2016.

Transitioning to Arizona's New State Assessment

Beginning in Spring 2015, students will take a new state exam. Beginning in 2016, if available, exam scores will be incorporated as a percentage of course grades for courses with standards being assessed. The specific exam, courses, and percentages have yet to be determined by the State Board of Education. Beginning in 2017, it is likely that the graduation requirements will be based entirely on completion of the minimum course of study and competency requirements, which will incorporate exam

Appendix C

Welcome to Graduation First

We are a free diploma completion program for students from 16 to 22 years old. You just need to believe in yourself and our personal approach of teaching you with a mentor subject teacher and a life coach. We provide the opportunity to acquire a job while you work on earning your diploma.

It does not matter how many credits you have we have a state of the art curriculum delivered on your choice of computer and have master teachers in our labs to help tutor you through the difficult parts of classes. You can also test out of classes by passing a series of quizzes. You must have been dropped out of school for at least 30 days.

We have tutorial classes for you to prepare for your AIMS and AZ-Merit exams. Our goal is to design a personal program were you can take one class at a time or multiple classes. Graduation First gives you the choice and support to earn credit as fast as you can. You need a computer and must complete a course 4 to 6 week period.

Our labs and support are designed to provide you support 24/7. Our counselors find you a job and scholarship money in order to make you college or career dreams come true.

Any questions call Mr. D the Dropout Bounty hunter 602-531-1631 or e-mail graduationfirstaz@gmail.com

APPENDIX D

Students Mentor Duties

- Welcome emails and new mentee communication and guidance, checking if student is between the ages of 16 – 22, have dropped out for 30 days or more
- Welcome call and onboarding
- Request and collect missing enrollment documentation:
    - birth certificate, immunization, proof of residency
- Create on student learning plans
- Monitor weekly student progress and performance
- Make weekly check-in calls
- Document all notes and communications in genius (student management system)
- Perform external file uploads in genius: learning plans, etc.
- Emails, texts, and communications with students
- Reminder calls: including AIMS (Standardized Exams) and other information
- Acts as the primary liaison between teacher and student
- Communication to lead regarding course placement
- Staffs the lab and attends in-person meetings as needed
- Assistance with organizational events as needed
- Attends trainings and mentor conference calls

Lead Student Mentor Role

- Student Load: Up to 30
- Same duties as above plus:
    - Researches and creates new students credit checks
    - Enrolls new and existing students into new courses
    - Assigns mentor to each student
    - Conducts weekly 1-1 calls with mentors –
    - Monitors mentor activity including communications
    - Acts as liaison between mentors and other administrative staff

Appendix E

Step #	Process Steps	System	Performed By	Timeline
1	Student submits completed proctor form to Instructor for final exam.	Email	Student to Instructor	
2	Instructor contacts proctor to confirm testing date and time.	Phone	Instructor	Within one business day
3	Instructor unlocks final exam.	LMS	Instructor	As scheduled
4	Students takes final exam: If / Then Student passes / Move to next step Student does not pass / Reset the cumulative review, encourage students to take notes, and then issu at re-take.	LMS	Student	As scheduled
5	Instructor double checks final grade in Genius by confirming the end date (Day student completed the final).	Genius	Instructor	
6	Instructor sends Grade Out (see Grade Out email template) email to student through Genius, with Mentor copied.	Genius	Instructor	Within two business days
7	Instructor sends registrar an email through external email notifying her of course completion.	Go Daddy	Instructor	Immediately after step 6
8	Registrar completes student in Genius and confirms Instructor completed all steps.	Genius	Registrar	

9	Mentor receives Grade Out email, contacts student to update Credit Check and assign next course. NOTE: Mentor should be monitoring student progress and assign next course prior to final exam so there is no lag time between classes.	Genius	Instructor	

Appendix F

Mentor Role

The Graduation First student mentoring program is designed to empower student enrollees to make positive life choices that enable them to maximize their academic and personal potential. The mentoring program recruits and secures experienced professional that are committed to support, guidance, and building a relationship with assigned teenager and young adults between the ages of 16 and 22 years old. By becoming part of the community network and community members who understand the value of the Graduation Firsts' mission, the mentor can help the youth develop and reach positive academic, career, and personal goals.

We believes that a person's high school experience are formative years that greatly influence the personal and professional paths of young adults. In general, the 16 to 22 year old students enrolled in Graduation First are seeking educational advice, trying to graduate from high school and are looking to start and explore potential careers. Our student mentors serve as invaluable resources for students who need academic guidance, support and advice from experienced education professionals. As a result, Graduation First has recruited mentors that come from all walks of life and range from experienced educators, career counselors, and business professionals.

Function

The role of Graduation First student mentors varies greatly due to the nature of the position and the students they serve. However, most student mentors provide students with advice and resources that help them achieve their educational, professional and personal goals. In addition, student mentors are required to maintain constant contact with their mentee and assist them with questions regarding academic, college and career development, and personal growth. For example, student mentors may sit down with students to discuss their concerns related to school projects, college majors, job interviewing, career preparation and community involvement. Moreover, student mentors participate in team-building activities that strengthen their relationship with mentees, attend staff meetings and workshops, and report any concerns regarding a student's school performance or personal need to our administration.

Education

Graduation First student mentors are highly educated, degreed professionals that come from a variety of professional and personal backgrounds. Many have experienced similar challenges as the students they serve.

Skills

OUR student mentors have excellent leadership, interpersonal and oral communication skills, as these roles revolve around building relationships with students. Our student mentors are dedicated, patient, amiable, responsible, energetic and creative.

Mentor Student Load

A fulltime student mentor is generally responsible for up to 70 students. A part-time student mentor will serve a number of students commensurate with the number of hours they are contracted for. Example: half-time up to 35 students, quarter-time may serve between 15 and 20 students.

Mentors Overview

- Set Goals – The Mentor will work with the student to develop short and long range goals for their academic and personal life. The success of this relationship will depend on the Mentor helping the student reduce these goals to short-term, manageable, weekly activities.

- Assist with Academic Assignments – The Mentor will regularly check academic progress and performance, assist with standardized test preparation, make suggestions about time management, and manage the mentees Student Written Leaning Plan.

- Be an Advocate for the Student – The mentor will see to be an advocate to the student as far as securing other resources or services the student may need. They are the primary liaison between the online teacher, student support services, and administration. They are the primary messenger that lets pertinent staff know that there is a new situation or need in the student's life. They are knowledgeable about community resources and are available to show the student how to connect with resources themselves.

- Be a Role Model – The Mentor will be a role model for the student, emulating what they expect and demonstrating values of punctuality, dependability, and reliability.

- Encourage the Student to Stay in School – The Mentor will help the student appreciate the importance of education, and life-long learning, personally, socially and professionally.

- Accept the Student – The student may be of a different race, religion, culture or economic circumstance than the mentor. A Mentor is expected to respect the student for 'who they are' as individuals.
  Be Positive and Praise! – The mentor will help students to understand that they have the ability to achieve and succeed in life!

Students Mentor Duties

- Welcome emails and new mentee communication and guidance
- Welcome call and onboarding
- Request and collect missing enrollment documentation:

  birth certificate, immunizations, proof of residency

- Create student learning plans
- Monitor weekly student progress and performance
- Make weekly check-in calls
- Document all notes and communications in genius (student management system)
- Perform external file uploads in genius: learning plans, etc.
- Emails, texts, and communications with students
- Reminder calls: including AIMS (Standardized Exams) and other information
- Acts as the primary liaison between teacher and student
- Communication to lead regarding course placement
- Staffs the lab and attends in-person meetings as needed
- Assistance with organizational events as needed
- Attends trainings and mentor conference calls

Lead Student Mentor Role

- Student Load: Up to 30
- Same duties as above plus:
    - Researches and creates new students credit checks
    - Enrolls new and existing students into new courses
    - Assigns mentor to each student
    - Conducts weekly 1-1 calls with mentors –
    - Monitors mentor activity including communications
    - Acts as liaison between mentors and other administrative staff

Trainings

The student mentor will actively participate in all organizational professional development as deemed appropriate by Lead Student Mentor and Graduation Firsts' administration. In addition to required professional development sessions, it is the responsibility of the student mentor to maintain a level of competency that ensures that research-based best practices are being utilized as part of their mentoring duties. Again, as is expected from the students, mentors will practice life-long learning seeking to be competent and knowledgeable in their profession.

Mentor Re-enroll after 2 months of no progress.

I f students have not made progress after 60 days our mentors must meet with the student and re-write the (WLP) Written Learning Plan and place the student on academic probation.

The student will be on a contract and will be contacted every 3 days for verbal updates.

Appendix G

Agreement between
ACYR Center of Excellence
And
Graduation First AZ, LLC

Dropout Prevention Program

Introduction

1. Parties to the Agreement. This Agreement is between ACYR Center of Excellence (the "Charter Holder") and Graduation First AZ, LLC ("GF").

2. Purpose of Agreement. This Agreement sets forth the terms and conditions upon which GF will provide a dropout recovery program ("DRP").

3. Term of the Agreement. The initial term of this agreement commences on **July 1, 2015** and continues until, **July 1, 2018** this date may be no more than three years from the date the agreement commences. The agreement is subject to four (4) additional one-year renewals upon the consent of both parties.

Relationship of Parties

1. Limited Agency. To the extent that the state or federal statutes or regulations require that the GF be an agent of the Charter Holder to create a DRP for certain regulatory purposes, such statutes and regulations shall be controlling, and the GF shall be the Charter Holders agent for such purposes. For all other purposes, the GF shall be an independent contractor and not an officer, agent, employee, partner, joint venture, or servant of the Charter Holder.
2. ACYR will have access to all student and financial records of Graduation First AZ LLC.
3. GF shall create and maintain the DRP services and follow A.R.S. § 15-901.06 guidelines agreement.
4. The GF agrees that it will perform in order to award students credit towards graduation, in accordance with the terms and conditions of this the work described in this Agreement in full compliance with all applicable laws, rules, and regulations adopted or promulgated by any federal or state regulatory body or governmental agency.
5. The GF agrees to meet all requirements and performance standards that may be specified by rule or regulation by any administrative officials or bodies charged with enforcement of any state or federal laws on the subject matter of this Agreement.
6. The GF agrees to assume full responsibility for the payment of all contributions, assessments, both state and federal, as to all employees engaged by it in the performance of this agreement.
7. The GF agrees to furnish the curriculum using Edgenuity or another accredited curriculum delivery system.
8. The GF shall supervise and retain control of the DRP daily operation of the educational services described in this Agreement; retain control of the quality, extent, and general nature of the instructional operation; and establish all programs according to the A.R.S. § 15-901.06.
9. The GF shall retain control of the grading accountability and overall financial responsibility for the DRP program.
10. The GF shall be responsible for all contractual agreements entered into in connection with the DRP program, including, teachers, counselors, and mentors.
11. The GF shall provide the Charter Holder with a 30-day audit of student progress cycle.
12. The GF shall develop, distribute, and collect all students written learning plan in accordance with A.R.S. § 15-901.06.
13. The GF shall determine eligibility and verify applications for the DRP following the guidelines of A.R.S. § 15-901.06.

14. The Graduation First will:

- Provide curriculum aligned to the academic standards adopted by the State Board of Education;
- Provide standardized test required by federal and state law;
- Make available appropriate and sufficient supports for pupils, including tutoring, career counseling, and college counseling;
- Comply with federal and state laws governing pupils with disabilities; and meet state requirements for high school graduation.

15. GF shall ensure that each student enrolled in the DRP will have a written learning plan developed by the student's assigned mentor. The written learning plan will include the following:

    - Start date and anticipated end date of the plan;
    - Courses to be completed by the pupil during the academic year;
    - Whether courses will be taken sequentially or concurrently;
    - State competency exams to be taken, as necessary;
    - Expectations for satisfactory monthly progress; and
    - Expectations for contact with the pupil's assigned mentor.

16. The GF will follow the A.R.S. § 15-901.06 guidelines for attendance and expectations for satisfactory monthly progress.
17. GF will be responsible for tuition charges and fees related to pupil participation in a DRP, including course materials and access to technology for use with online courses.
18. GF shall only employ teachers that currently hold a teaching license from any state and a valid Arizona fingerprint clearance card pursuant A.R.S. § 15-534, and teachers of core subjects will be highly qualified in the subjects to which they are assigned.
19. GF will be considered a DRP and will be classified as alternative schools and shall be subject to accountability provisions of A.R.S. § 15-241(J).
20. The DRP shall be at district school sites or computer labs in central location.
21. GF shall submit supporting documents to the Charter Holder monthly for the students making academic progress on the 10th day of each month.
22. Once 75 students are enrolled in the DRP, the GF will pay the Charter Holder $100.00 per month for each student enrolled in the DRP who meets the state requirements of making progress. Beginning on January 1, 2015, if there are less than 75 students enrolled in the DRP, the GF will pay the Charter Holder $60 and at the end of March $75 per month for each student, until such time as there are at least 75 enrolled students.

Responsibilities of the Charter Holder

23. The Charter Holder will support the DRP with all facilities and staff including an office and computer lab.
24. The Charter Holder will collect and track student's credits and enter data into the SAIS Arizona Department of Education system.
25. The Charter Holder will support recruiting and sharing students for credit recovery and the DRP.

26. The Charter Holder will share student support programs including college and career readiness programs through the counseling and external entities.

General Terms and Conditions

1. Governance:
   a. The Charter Holder/GF and its officers, directors, members, and partners have a duty of care for complying with and carrying out the provisions of this Charter, including compliance with all applicable laws, regulations, and reporting requirements.
   b. Pursuant to AR.S. §15-183(E)(8), the Charter Holder/GF shall establish and maintain a governing body for the Charter Holder that is responsible for the policy decisions of the charter school. The charter school governing body must comply with Arizona's Open Meeting Law (AR.S. §38-431 to 431.09). To the extent other meetings of the Charter Holder are subject to the provisions of Arizona's Open Meeting Law; it shall comply with the provisions of such law.
   c. GF shall create and maintain the DRP services and follow A.R.S. § 15-901.06 guidelines agreement.

2. Applicable Law: The material and services provided by this Charter Holder/GF under this Charter shall comply with all applicable federal, state, and local laws and shall conform, in all respects, to the educational standards contained in its application and Charter. This Charter shall be governed and interpreted in accordance with the laws of the State of Arizona.

3. Non-Availability of Funds: Every payment obligation of the State of Arizona under this Charter is conditioned upon the availability of funds continuing to be appropriated or allocated for the payment of such obligations. If funds are not allocated and available for the continuance of this Charter/GF, the Arizona State Board for Charter Schools may terminate this Charter at the end of the period for which funds are available. No liability shall accrue to the Arizona State Board for Charter Schools, nor the State of Arizona, or any of its subdivisions, departments or divisions, in the event this provision is exercised, and neither the Arizona State Board for Charter Schools nor the State of Arizona shall be obligated or liable for any future payments or for any damages as a result of termination under this paragraph. Any funds generated as a direct result of the Charter Holder/GF's efforts shall be due and payable to the Charter Holder/GF as long as remitted by the Charter School Board result the action by the Arizona State Board for Charter Schools the contract between ACYR and the GF will also terminate.

4. Amendments: This contract may be amended or modified by mutual agreement of the parties. Any amendment or modification to the contract will be effective only if approved in writing by the Charter Holder/GF and/or the charter school governing body, as applicable, and the Arizona State Board for Charter Schools. The Charter Holder shall not take action or implement the modification requested in the amendment until approved.

5. Insurance: The GF shall obtain and maintain insurance in accordance with the laws of the State of Arizona and will comply with ACYR's charter contract requirements with the State of Arizona, which includes, keeping Charter Holder as an additional insured. Failure to maintain this provision is grounds for immediate termination of the contract

6. Indemnification and Acknowledgements: The Charter Holder/GF shall indemnify, defend, save and hold harmless the Arizona State Board for Charter Schools, the State of Arizona,

its departments, agencies, boards, commissions, universities and its officers, officials, agents and employees ("Indemnitee") from and against any and all claims, actions, liabilities, damages, losses or expenses (including court costs, attorneys' fees, and costs of claim processing, investigation and litigation) ("Claims") for bodily injury or personal injury (including death), or loss or damage to tangible or intangible property caused, or alleged to be caused, in whole or in part, by the negligent or willful acts or omissions of the Charter Holder/GF or any of its owners, officers, directors, agents, employees or subcontractors. This indemnity includes any claim or amount arising out of or recovered under the Workers' Compensation Law or arising out of the failure of such Charter Holder/GF to conform to any federal, state or local law, statute, ordinance, rule, regulation or court decree. It is the specific intention of the parties that the Indemnitee shall, in all instances, except for Claims arising solely from the negligent or willful acts or omissions of the Indemnitee, be indemnified by the Charter Holder/GF from and against any and all claims. It is agreed that the Charter Holder/GF will be responsible for primary loss investigation, defense and judgment costs where this indemnification is applicable. In consideration of the award of this Charter, the Charter Holder/GF agrees to waive all rights of subrogation against the State of Arizona, its officers, officials, agents and employees for losses arising from the work performed by the Charter Holder/GF for the State of Arizona.

a. The parties acknowledge that neither the Arizona State Board for Charter Schools, the State of Arizona, or its agencies, boards, commissions or divisions are liable for the debts or financial obligations of a charter school or persons or entities that operate charter schools.
b. The parties acknowledge that, pursuant to law, the Arizona State Board for Charter Schools, its members, officers and employees are immune from personal liability for all acts done and actions taken in good faith within the scope of its authority.

7. Academic Performance Indicators and Evaluation: The Charter Holder/GF shall:
   a. Provide a comprehensive program of instruction that aligns with the state academic standards prescribed by the Arizona State Board of Education for the grades approved to operate.
   b. Design a method to measure pupil progress toward pupil outcomes adopted by the Arizona State Board of Education pursuant to AR.S. §15-741.01, including participation in the Arizona Instrument to Measure Standards test and the nationally standardized norm-referenced achievement test as designated by the Arizona State Board of Education.
   c. The Charter Holder/GF shall meet or dGFnstrate sufficient progress toward the level of adequate academic performance as set and modified periodically by the Arizona State Board for Charter Schools. The level of adequate academic performance set for the following school configurations is currently:
   d. Meet or exceed the Targets of the Performance Management Plan incorporated as part of the Renewal Application and submit an annual report to the Arizona State Board for Charter Schools by August 1, after each school year, for the duration of the Performance Management Plan that details the Charter Holder's/GF's implementation of the Action Steps within the identified Timeline and evidence that the school is progressing toward the prescribed targets which includes a data comparison in chart and graph format depicting the School's academic student performance and provides documentation of the School's budget expenditures for the Action Steps implemented.

8. Financial Requirements:
   a. The Charter Holder/GF shall comply with the same financial and electronic data submission requirements as a school district, including the Uniform System of Financial

Records for Charter Schools (USFRCS) as prescribed in AR.S. Title 15, chapter 2, article 4, procurement rules as prescribed in AR.S. §15-213 and audit requirements as prescribed in AR.S. §15-914 unless specifically excepted by the Arizona State Board for Charter Schools. If the Charter Holder/GF has received an exception to the USFRCS and/or procurement rules, the Charter Holder/GF shall, at a minimum, follow accounting policies and procedures that comply with Generally Accepted Accounting Principles (GAAP). This includes using an accounting system that provides for the proper recording and reporting of financial data and following standard internal control procedures. In addition, the Charter Holder/GF shall contract for at least an annual financial statement audit that meets the following conditions:

i. It is conducted by an independent certified public accountant; and
ii. It complies with policies adopted by the Arizona State Board for Charter Schools.

b. The Charter Holder is required to obtain an A-133 audit annually, Charter Holder and GF agree that Charter Holder shall bear the expense of this audit, however, GF agrees to bear the cost of the additional work needed to satisfy the Legal Compliance Questionnaire requirement of the State of Arizona. This requirement may necessitate the monitoring of the GF's records as pertains to the students of this venture. GF further agrees to pay its share of the Legal Compliance Questionnaire. For the sake of consistency, expediency and quality, the auditing firm chosen shall be the same firm engaged by Charter Holder and approved by the State Board of Charter Schools.
c. The Charter Holder/GF shall pay debts as they fall due or in the usual course of business.
d. The Charter Holder shall not commit or engage in gross incompetence or systematic and egregious mismanagement of the school's finances or financial records.

9. Review, Evaluation and Investigative Teams, Audits and Records: The Charter Holder/GF shall allow representatives from the Arizona State Board for Charter Schools Arizona Department of Education, and/or the Arizona Auditor General to visit each school site at any reasonable time.

   The Charter Holder/GF shall allow the representatives to conduct financial, program or compliance audits and shall hold open for inspection all records, documents and files relating to any activity or program provided by the Charter Holder relating to the charter school or by the charter school. Pursuant to AR.S. § 35-214, all books, accounts, reports, files and other records relating to this Charter shall be subject, at all reasonable times, to inspection and audit by the State for five years after termination of the Charter.

10. Employees and Contractors: No employee, agent, or subcontractor of the Charter Holder/GF or the School is an officer, employee, or agent of ACYR

11. Limited Agency: To the extent that the state or federal statutes or regulations require that the GF be an agent of the school to create a DRP for certain regulatory purposes, such statutes and regulations shall be controlling, and the GF shall be the schools agent for such purposes. For all other purposes, the GF shall be an independent contractor and not an officer, agent, employee, partner, joint venture, or servant of the school.

12. Non-Discrimination:

a. The Charter Holder/GF shall comply with State Executive Order No. 2009-09, which mandates that all persons, regardless of race, color, religion, sex, age, national origin or political affiliation, shall have equal access to employment opportunities, and all other applicable federal and state employment laws, rules and regulations, including the Americans with Disabilities Act. The Charter Holder/GF shall take affirmative action to ensure that applicants for employment and employees are not discriminated against due to race, creed, color, religion, sex, national origin or disability. Such action shall include but not be limited to the following: Employment, promotion, dGFtion or transfer; recruitment or recruitment advertising; layoff or termination; rate of pay or other forms of compensation; and selection for training; including apprenticeship.

b. The Contractor shall comply with A.R.S. 41-1461 et. Seq, State Executive Order No. 2009-09 and all other applicable Federal and State laws, rules and regulations, including the Americans with Disabilities Act.

13. Conflict of Interest:
    a. During the term of this Agreement the GF shall not compete directly or indirectly in any manner whatsoever whether as employee, agent, consultant or through participations and the like with operations or businesses in which the Company is engaged, in particular,
    b. The Consultant is bound to the Company's best interests during the term of this Agreement. He shall notify the Company of any possible or potential conflict of interest which may result from his other activities, and shall commence such other activities only after written approval of the Company which may not be unreasonably withheld.
    c. The Consultant shall not and undertakes not to, without the prior consent of the Company, solicit and/or entice away any officer, director or employee of the Company

14. Fingerprints: The Charter Holder/GF shall comply with the requirements of AR.S. §15-183 (C).
    a. The Charter Holder/GF shall fingerprint check its charter school governing body members pursuant to AR.S. §15-512 and submit all changes in members through the process stated in Paragraph 10. A fingerprint check must be conducted for each new governing body member.
    b. The Charter Holder/GF must maintain valid fingerprint clearance cards on all officers, directors, members, and partners of the Charter Holder/GF and submit all changes in officers, directors, members, and partners through the process stated in Paragraph 10.
    c. All staff and sub-contractors shall obtain fingerprint clearance cards prior to engaging with students as per ACYR fingerprint clearance policy.

15. Inventory Records:
    a. The Contractor and/or service providers must maintain accurate inventory records of expendable leased/purchased, and nonexpendable leased/purchased equipment with ADE funds. This also includes the purchase of any Capital Equipment if purchased with ADE funds.

16. Legal Worker Requirements
    a. The GF agrees that each subcontractor it uses warrants their compliance with all federal immigration laws and regulations that relate to their employees and their compliance with § 23-214, subsection A.

b. A breach of warranty under paragraph 1 shall be deemed a material breach of the Agreement and is subject to penalties up to and including termination of the Agreement.
c. ACYR retains the legal right to inspect the papers of the contractor or subcontractor employee(s) who work(s) on this Agreement to ensure that contractor or subcontractor is complying with the warranty under paragraph 1.

17. Confidentiality and Data Security Protocols
    a. All data, regardless of form, including originals, images and reproductions, prepared by, obtained by, or transmitted to GF in connection with this Agreement is confidential, proprietary information owned by ACYR. Except as specifically provided in this Agreement, the GF shall not disclose data generated in the performance of the service to any third person without the prior written consent of the CEO, or his/her designee.

    b. Personal identifying information, financial account information, or restricted information, whether electronic format or hard copy must be secured and protected at all times to avoid unauthorized access. At a minimum, GF must encrypt and/or password-protect electronic files. This includes data saved to laptop computers, computerized devices or rGFvable storage devices.

    c. In the event that data collected or obtained by the GF in connection with this Agreement is believed to have been compromised, GF shall notify ACYR immediately. GF agrees to reimburse ACYR for any costs incurred to investigate potential breaches of this data and, where applicable, the cost of notifying individuals who may be impacted by the breach.

    d. GF agrees that the requirements of this Section shall be incorporated into all subcontractor/sub consultant agreements entered into by the Contractor/Consultant. It is further agreed that a violation of this Section shall be deemed to cause irreparable harm that justifies injunctive relief in court. A violation of this Section may result in immediate termination of this Agreement without notice.

    e. The obligations of the GF under this Section shall survive the termination of this Agreement.

18. GF and Subcontractor Worker Background Screening
    a. Contract Worker Background Screening. GF agrees that all contract workers and subcontractors (collectively "Contract Worker(s)") that the GF furnishes to ACYR pursuant to this Agreement shall be subject to background and security checks and screening (collectively "Background Screening") at GF's sole cost and expense as set forth in this Section. The Background Screening provided by GF shall comply with all applicable laws, rules and regulations. The GF further agrees that the Background Screening required in this Section is necessary to preserve and protect public health, safety and welfare. The Background Screening requirements set forth in this Section are the minimum requirements for this Agreement. ACYR in no way warrants that these minimum requirements are sufficient to protect GF from any liabilities that may arise out of GF's services under this Agreement or GF's failure to comply with this Section. Therefore, in addition to the specific measures set forth below, the GF and its Contract Workers shall take such other reasonable, prudent and necessary measures to further preserve and protect public health, safety and welfare when providing services under this Agreement.

b. Materiality of Background Screening Requirements; Indemnity. The Background Screening requirements of this Section are material to ACYRs entry into this Agreement and any breach of this Section by the GF shall be deemed a material breach of this Agreement.

19. Federal Immigration and Nationality Act
    a. By entering into the Contract, the GF warrants compliance with the Federal Immigration and Nationality Act (FINA) and all other Federal immigration laws and regulations related to the immigration status of its employees The Contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request These warranties shall remain in effect through the term of the Contract The GF and its subcontractors shall also maintain Employment Eligibility Verification forms (1-9) as required by the U.S Department of Labor's Immigration and Control Act, for all employees performing work under the Contract (1-9) forms are available for download at USCIS GOV. The State may request verification of compliance for any Contractor or subcontractor performing work under the Contract Should the State suspect or find that the Contractor or any of its subcontractors are not m compliance, the State may pursue any and all remedies allowed by law, including, but not limited to· suspension of work, termination of the Contract for default, and suspension and/or debarment of the Contractor. All costs necessary to verify compliance are the responsibility of the GF.

20. Applicable Law
    a. This Contract shall be governed and interpreted by the laws of the State of Arizona. The materials and services supplied under this Contract shall comply with all applicable Federal, State and local laws, and the Contractor shall maintain all applicable licenses and permit requirements.

21. IT 508 Compliance
    a. Unless specifically authorized in the Contract, any electronic or information technology offered to the State of Arizona under this agreement shall comply with A R S §41-2531 and 2532 and Section 508 of the Rehabilitation Act of 1973, which requires that employees and members of the public shall have access to and use of information technology that is comparable to the access and use by employees and members of the public who are not individuals with disabilities.

22. Right of Offset
    a. The Department shall be entitled to offset against any sums due the GF, any expenses or costs incurred by the Department, or damages assessed by the Department concerning the GF's non-conforming performance or failure to perform the Contract, or any part thereof.

23. Offshore Performance of Work Prohibited
    a. Due to security and identity protection concerns, direct services under this contract shall be performed within the borders of the United States. Any services that are described in the specifications or scope of work that directly serve the State of Arizona or its clients and may involve access to secure or sensitive data or personal client data or development or modification of software for the State shall be performed within the borders of the United States. Unless specifically stated otherwise m the specifications, this definition does not apply·to indirect or 'overhead' services, redundant back-up

services or services that are incidental to the performance of the contract This provision applies to work performed by subcontractors at all tiers.

24. Data Sharing Agreement
    a. When determined that sharing of confidential data will occur between the Charter Holder and the GF, the GF has the right to use and disclose the Data solely in fulfillment of its professional obligations for the re-engagement of students that have dropped out of school.

25. Culturally Relevant and Linguistically Appropriate
    a. The Contractor shall ensure that all services provided are culturally relevant and linguistically appropriate to the population to be served and conformity with applicable Arizona law.

26. Unallowable Costs: The GF, in addition to the allowable cost provisions of the OMB Circulars, agrees to stipulate unallowable costs and prohibitive activities as follows:
    a. Legal expenses incurred for the prosecution of claims against the government. This includes appeals to the Administrative Law Judge of disallowed costs or other claims and civil actions where the Federal government is a defendant.
    b. The costs of construction or purchase of facilities for all programs EXCEPT:
        i. To meet obligations for access and accommodation under the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990, as amended;
        ii. Repairs, renovations, and capital improvements of real property, including:

    The conditions in the appropriate OMB circular or the FAR would apply to the excepted construction costs.
27. Once 75 students are enrolled in the DRP, the GF will pay the Charter Holder $100.00 per month for each student enrolled in the DRP who meets the state requirements of making progress. Beginning on January 1, 2015, if there are less than 75 students enrolled in the DRP, the GF will pay the Charter Holder $60 and at the end of March $75 per month for each student, until such time as there are at least 75 enrolled students.

28. Prohibited Activities:
    a. All costs associated with an unallowable activity are considered unallowable costs, regardless of their allow ability under other circumstances.

29. Arbitration
    a. The parties to this Contract agree to resolve all disputes arising out of or relating to this contract through arbitration, after exhausting applicable administration review, to the extent required by A.R.S. §12-1518, except as may be required by other applicable statutes (Title 41).

30. Suspension or Debarment
    a. The Charter Holder/GF may, by written notice, immediately terminate this Contract if either party determines that other has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor of any public procurement unit or other governmental body. If the Contract Holder/GF becomes suspended or debarred, immediate notification is required.

31. Contract Termination
    a. Either party may terminate this agreement for cause upon ten (10) days written notice mailed or personally delivered to the other party, and the notified party's failure to cure or correct the cause of the termination notice, to the reasonable satisfaction of the party giving such notice, within thirty (30) days of the receipt of said notice.

32. Right to Assurance
    a. If Charter Holder in good faith has reason to believe that the GF does not intend to, or is unable to perform or continue performing under this contract, the Charter Holder may demand in writing that the GF give a written plan of action to correct performance. Failure by the GF to provide a written plan of action may, at the Charter Holder's option be the basis for terminating the contract under the rights and remedies available by law or provided by this contract.

Modification. This Agreement cannot be modified except in writing signed by all the Parties.

Dated: 3/16/15 _____

Dated: 3/16/15 _____

Dated: 3/16/15 _____

Dated: _____ _____

Dated: _____ _____

Dated: _____ _____

Appendix H

Joel Dunning
CEO of Graduation First
"THE DROPOUT BOUNTY HUNTER"
(602) 531-1631
Joeldunning22@gmail.com

We use blended and flipped learning models to graduate students. We motivate students to earn a diploma by using workshops to motivate, and by teaching study skills, social emotional intelligence, and reality statistics, with a one-on-one approach. All students have a core teacher, mentor, and life coach. At **Graduation First**, we teach **"Life is for the Taking."**

• Dropout prevention program • Credit recovery program • Social emotional intelligence instruction
• Topics include: self-awareness, self-management, social-awareness, relationship skills, responsible decision making • Curriculum alignment (curriculum taught, curriculum tested, curriculum written) • 1st – 12th grade curriculum collaboration using vertical teaming • PLC training
• Training teacher of at-risk students
• Career & college preparation
• Teaching grit

PROFESSIONAL EXPERIENCE

Graduation Solutions LLC
Vice President
Dropout recovery and graduation recovery program
2014-Present
Assisted the CEO in building and following dropout recovery legislation (A.R.S. § 15-901.06) to create a 233 student dropout program with blended learning labs around the Phoenix area. Using award winning Edgenuity curriculum delivery, 12 month instruction, prescriptive testing, competency based, and move on when ready techniques.

Skyline High School, Mesa Public Schools, Enrollment: 2746
2006 – 2014
Vice Principal
Assistant Principal in building Master Schedule, evaluating 30 teachers, hiring, disciplinary actions for seniors, and coordinating graduation. **At-Risk coordination** created a credit recovery program in Math, Science, English and Social Studies. Aligned Credit Recovery curriculum. Created the Skyline and Westwood Network. Acted as a consultant to align curriculum written, taught and tested to all feeder schools.

Bonneville Jr. High, Granite School District, Salt Lake City, UT Enrollment: 1134
2002 – 2006

Principal
Served the community by building a diverse learning environment for all students. Built a positive learning environment and implemented interdisciplinary thematic instruction. Organized student teams in Math, Science, English, & Social Studies. Created a safe environment by moving student lockers and teacher rooms to grade level halls. Implemented new school and classroom procedures for entire school. Implemented three of the six traits writing program across the curriculum. Improved parent involvement, financial donations, and art programs. Used disaggregated data to improve the numeracy AYP scores by 8% two consecutive years. Created and implemented the Dropout Prevention Program "Freshman Focus."

Vice Principal *2002 – 2004*
Served the principal in developing the master schedule, staff development, distribution and managing all budgets for teacher in-service and conferences. Acquired and directed the BEST Practices grant to improve the learning environment. Directed and trained the 7th & 8th grade interdisciplinary teams. Produced district reports, school accountability report cards, student handbook and monthly parent newsletter. Director of restructuring flexible block schedule, thematic instruction and grade level teaming.

Jefferson Jr. High, Granite School District, Enrollment: 1350
1998 – 2002
Vice Principal
Served the principal by providing leadership to the staff and identifying and mastering the needs of a complex, west side junior high school with an ethnically and linguistically diverse student body. Supervised all instructional programs for general education, resources, and second language students in all phases of ESL. Coordinated the school within a school (SWS) at risk program. Served as administrative liaison for disciplinary techniques for all teachers. Distributed and managed all budgets for teacher in-service and conference training. Supervised and evaluated certified and classified personnel as well as key site budgets. Managed and coordinated all athletics, co-curricular and extra activities. Prepared school district reports, school accountability report cards, student handbook and monthly parent newsletters.

CLASSROOM TEACHER/AT-RISK COORDINATOR/Coaching
1986 – 1997
Lakewood High School, Denver, Co
At-Risk Coordinator
Teacher of Earth Science and Biology. Designed and implemented an intervention program and managed budget of 4 teachers, 3 counselors and 2 social workers. Wrote Curriculum as Program Director. (2 years)
Northwest High School, Indianapolis, IN
Team coordinator of thematic instruction. School Standard Committee Chair and At Risk Director. Inner city school, 90% free and reduced lunch. (3 years)

Hunter High School, Salt Lake City, UT
Taught Life/Earth Science for grades 10-12. Peer leadership coordinator. Served as building committee representative. (3 years)
Les Arnold High School, Alternative School, Denver, CO
Teacher and Department Head
Responsible for curriculum, Science budget and personnel. Created exhibition projects, portfolios and hands on labs. Inner city school, 90% free and reduced lunch. (1 year)
Horizon High School, Denver, CO
Taught Biology and Math. Developed and implemented a greenhouse. Upper house, lower house and looping with interdisciplinary teaming. (2 year)

ACCOMPLISHMENTS

- Created and implemented a dropout recovery program in Phoenix & Tucson area
- Created a Credit Recovery program that leads the state of AZ with 426 Students earned .5 credit yearly
- Created the Skyline PLC network, aligning curriculum vertically and lead groups of teacher create power standards to guide instruction
- Elected Cottonwood Network Administrator over 8 feeder elementary schools, 2 Junior Highs and 1 High School.
- Invited to present at the Utah State Brain Conference. Topics include Middle School philosophy, teaming, authentic assessment and building a healthy school environment.
- Presenter and Trainer for the BEST Practices institution.
- Presenter in Chicago, IL, on Coalition of Essential schools National Convention. Topics included block scheduling thematic instruction and teaming in the inner city school.
- Presenter in Denver, CO, on Jefferson County Schools Coalition. Topics included teaming the at-risk child and scheduling for at-risk students.
- Facilitator for Jefferson Jr. and Bonneville Jr. Staff, Comprehensive Discipline and Teaming.
- Liaison and instructor for the teacher training program at the University of Utah.
- All-State and All-conference in three sports, full ride College scholarship in 2 sport

COACHING

- **High School Football** – 7 years experience varsity level. Offensive coordinator, 5A final four, 2 time conference champions. (27 wins, 19 losses)
- **College Basketball** – 2 years at Colorado School of Mines, assistant, recruiter, strength and defensive coordinator. Fourth place finish in RMAC and fifth in 3 point shooting in the nation.
- **High School Basketball** – 10 years experience (82 wins – 64 losses)
- **High School Track** – 7 years experience Head Coach. Skyline conference championship. (110 wins – 40 losses)

EDUCATION/CREDENTIALS

- **Master of Science** – Administration & Counseling University of Phoenix (3.8 GPA)
- **Bachelor of Science** – Petroleum Geology/Biology. Metropolitan State College (GPA 3.2)
- **Arizona, Utah administrative, Teaching Certificate** – Biology General Sciences

Appendix I

Mentor Role

The Graduation First student mentoring program is designed to empower student enrollees to make positive life choices that enable them to maximize their academic and personal potential. The mentoring program recruits and secures experienced professional that are committed to support, guidance, and building a relationship with assigned teenager and young adults between the ages of 16 and 22 years old. By becoming part of the community network and community members who understand the value of the Graduation Firsts' mission, the mentor can help the youth develop and reach positive academic, career, and personal goals.

We believes that a person's high school experience are formative years that greatly influence the personal and professional paths of young adults. In general, the 16 to 22 year old students enrolled in Graduation First are seeking educational advice, trying to graduate from high school and are looking to start and explore potential careers. Our student mentors serve as invaluable resources for students who need academic guidance, support and advice from experienced education professionals. As a result, Graduation First has recruited mentors that come from all walks of life and range from experienced educators, career counselors, and business professionals.

Function

The role of Graduation First student mentors varies greatly due to the nature of the position and the students they serve. However, most student mentors provide students with advice and resources that help them achieve their educational, professional and personal goals. In addition, student mentors are required to maintain constant contact with their mentee and assist growth. For example, student mentors may sit down with students to discuss their concerns related to school projects, college majors, job interviewing, career preparation and community involvement. Moreover, student mentors participate in team-building activities that strengthen their relationship with mentees, attend staff meetings and workshops, and report any concerns regarding a student's school performance or personal need to our administration.

Education

Graduation First student mentors are highly educated, degreed professionals that come from a variety of professional and personal backgrounds. Many have experienced similar challenges as the students they serve.

Skills

OUR student mentors have excellent leadership, interpersonal and oral communication skills, as these roles revolve around building relationships with students. Our student mentors are dedicated, patient, amiable, responsible, energetic and creative.

Mentor Student Load

A fulltime student mentor is generally responsible for up to 70 students. A part-time student mentor will serve a number of students commensurate with the number of hours they are contracted for. Example: half-time up to 35 students, quarter-time may serve between 15 and 20 students.

Mentors Overview

- Set Goals – The Mentor will work with the student to develop short and long range goals for their academic and personal life. The success of this relationship will depend on the Mentor helping the student reduce these goals to short-term, manageable, weekly activities.

- Assist with Academic Assignments – The Mentor will regularly check academic progress and performance, assist with standardized test preparation, make suggestions about time management, and manage the mentees Student Leaning Plan.

- Be an Advocate for the Student – The mentor will see to be an advocate to the student as far as securing other resources or services the student may need. They are the primary liaison between the online teacher, student support services, and administration. They are the primary messenger that lets pertinent staff know that there is a new situation or need in the student's life. They are knowledgeable about community resources and are available to show the student how to connect with resources themselves.

- Be a Role Model – The Mentor will be a role model for the student, emulating what they expect and demonstrating values of punctuality, dependability, and reliability.

- Encourage the Student to Stay in School – The Mentor will help the student appreciate the importance of education, and life-long learning, personally, socially and professionally.

- Accept the Student – The student may be of a different race, religion, culture or economic circumstance than the mentor. A Mentor is expected to respect the student for 'who they are' as individuals.
  Be Positive and Praise! – The mentor will help students to understand that they have the ability to achieve and succeed in life!

Students Mentor Duties

- Welcome emails and new mentee communication and guidance, checking if student is between the ages of 16 – 22, have dropped out for 30 days or more
- Welcome call and onboarding
- Request and collect missing enrollment documentation:
  - birth certificate, immunization, proof of residency

- Create on student learning plans
- Monitor weekly student progress and performance
- Make weekly check-in calls
- Document all notes and communications in genius (student management system)
- Perform external file uploads in genius: learning plans, etc.
- Emails, texts, and communications with students
- Reminder calls: including AIMS (Standardized Exams) and other information
- Acts as the primary liaison between teacher and student
- Communication to lead regarding course placement
- Staffs the lab and attends in-person meetings as needed
- Assistance with organizational events as needed
- Attends trainings and mentor conference calls

Lead Student Mentor Role

- Student Load: Up to 30
- Same duties as above plus:
    - Researches and creates new students credit checks
    - Enrolls new and existing students into new courses
    - Assigns mentor to each student
    - Conducts weekly 1-1 calls with mentors –
    - Monitors mentor activity including communications
    - Acts as liaison between mentors and other administrative staff

Trainings

The student mentor will actively participate in all organizational professional development as deemed appropriate by Lead Student Mentor and Graduation Firsts' administration. In addition to required professional development sessions, it is the responsibility of the student mentor to maintain a level of competency that ensures that research-based best practices are being utilized as part of their mentoring duties. Again, as is expected from the students, mentors will practice life-long learning seeking to be competent and knowledgeable in their profession.

Appendix J

Proof of insurance with a start date of July 1, 2015. Provided by Denny Smith Allstate insurance broker.

Joel,
your quote for your Professional and your General Liability for the year is $1985.00. Please let me know the date you would like the account to go into force. And to whom your COI should be addressed to.

Best,
Denny

Denny Smith
5350 W Bell Rd # 105
Glendale, AZ 85308
Office: (602) 375-0880
Toll Free: (866) 375-0881
Fax: (602) 424-0183

Let us show you what we can do for you!
Call me for a quote today...