Operational Plan
B.1 Applicant Entity

Applicant History

ECA – Arizona, Inc. doing business as the Early Career Academy (ECA) was set-up as an Arizona non-profit corporation in April 2014 for the sole purpose of operating the ECA. The entity was formed for the sole purpose of founding and operating ECA in Arizona. The Early Career Academy is a career-focused charter high school for grades 11 and 12 in which students have the opportunity to earn a high school diploma and a tuition-free associate's degree at the same time.

The Early Career Academy is a public, charter high school that operates out of an ITT Technical Institute location and takes advantage of the resource available to ITT Tech students. ITT Educational Services, Inc. (ESI) owns ITT Tech and is a management company that operates over 130 campus locations serving approximately 50,000 students most of whom are obtaining an associate's degree and a smaller percentage obtaining a bachelor's degree. ITT Tech degree programs are career oriented and are designed to meet the needs of employers for career ready, technology trained workers.

ECA mission is to offer 11th and 12th grade students the opportunity to obtain a tuition free associate's degree and a high school diploma at the same time. ECA can fulfill its mission with an EMO contract with ESI. ESI, through its ITT Tech schools, offers an accredited degree, a facility and management services.

ESI seeks to leverage its core competencies through expansion into different areas of education. ESI selected Charter school management for expansion for several reasons, all of which leverage what is does well. ESI provides management services to over 130 schools nationwide. Offering the same management services to a secondary school with a mission to offer post-secondary degrees is consistent with its current operations. Further, ESI has facilities that are ideally suited to serve a small high school delivering a technology-based curriculum. ESI has the capacity during the day to allow a high school to lease space for its operations. For all of these reasons ESI has entered charter school management.

ESI has agreed to allow the proliferation of charter schools within its locations for several reasons. ITT Tech attracts an adult learner with an average age of 30 and who attends college in the evening. This leaves the facility available for alternative use during the traditional secondary school day. The majority of these students have spent the last decade or so in an unskilled position with no career or income growth and come to ITT Tech to change that by obtaining a post-secondary degree in a career oriented, technology field. Each ITT Tech campus serves a local community; the majority of students at each campus live within a small radius of campus. These communities contain high school students that without a post-secondary credential will suffer a similar lost decade. The Early Career Academy can eliminate the lost decade by providing high school students the opportunity to obtain a tuition free associate's degree in high school.

Since 1969 ESI has invested in its post-secondary system. As a data driven system, a continuous improvement cycle has allowed ESI to get exceptionally skilled at managing schools. With all schools using the same or similar resources (positions, curriculum, equipment), ESI's shared services staff has visibility into outlying performers or schools that do really well or really poorly in a given

area. Shared services staff can then support the campuses that need it, improving student success. This system is being applied to Early Career Academy locations in Indianapolis, Troy, MI (Detroit suburb), Tampa and West Palm Beach; all set to open in August 2014 or 2015. Each ECA operates a separate non-profit corporation with its own governing board. ESI has an EMO contract to manage the locations.

Small charter schools cannot afford the resources of a post-secondary institution. The Early Career Academy model only works if the facility and resources are shared with another, well capitalized and financially viable operation like ITT Tech. ESI subsidizes the operations of ECA through an in-kind grant, essentially granting it the use of resources in the form of a discount. This allows ECA to operate in a fiscally sound manner and to generate an annual surplus at full enrollment (~240 students). As an allocator of resources, ESI concludes that allowing ECA to operate within its facilities, while paying a nominal fee to do so allows ESI an outlet to leverage under-utilized resources while making a significant impact on the communities it serves (up to 120 young people getting a free associate's degree annually).

Organizational Chart and Reporting Structure

The Governing Board holds ultimate control and oversight responsibilities for ECA. In accordance with the organization's Code of By-laws, all business of the corporation is managed by the governing board. Accordingly, the board will maintain the following powers and responsibilities:

- the board as a corporate body has the power and duty to govern and oversee the management of the Early Career Academy;
- the board shall determine the organization and support the mission of the Early Career Academy;
- the board shall approve and cause to be submitted charter-related documents to the authorizer;
- the board shall set policies for the Early Career Academy operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
- the board shall approve an official budget to operate the Early Career Academy while maintaining fiscal responsibility;
- the board shall establish the short and long-range goals for the Early Career Academy and shall monitor progress toward the achievement of those goals;
- the board shall ensure that fiscal operations satisfy general accounting standards of fiscal management;
- the board shall decide if the organization should pursue exempt from taxation status under Section 501(c)(3) of the Internal Revenue Code;
- the board shall approve and ratify all contracts;
- the board shall ensure that all schools maintain adequate resources for school activities; and
- the board or its designees shall select, evaluate and, as necessary, terminate the appointment of the Executive Director.

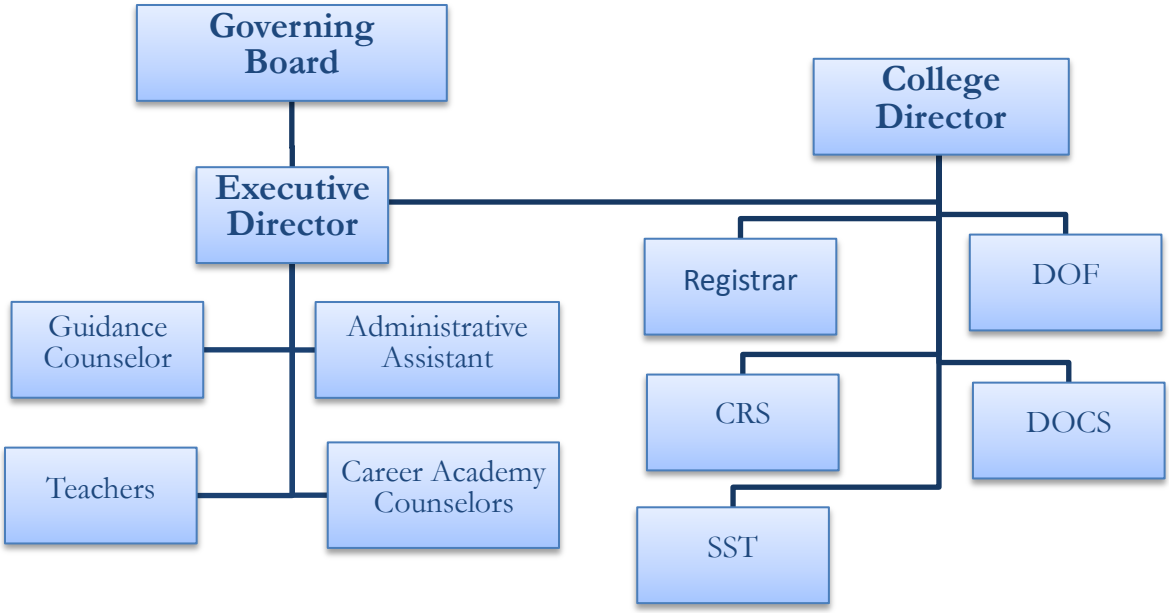
The Executive Director (ED) is reviewed and approved by the board and is held accountable for the schools performance. ED hires and manages all staff members including teachers and is responsible for the prescription and execution of all professional development.

The board will hire an EMO to manage the school. The EMO will identify and recommend the ED to the board, however, only the board can hire the ED. The ED is an employee of the EMO and works with the College Director's team to manage the school. The ED and EMO are both accountable to the board for achievement of schools goals. The EMO is held accountable with a contract, which will include specific performance metrics that are aligned with the school's performance goals. The ED is held accountable to the same performance goals as the school.

All ECA staff members are employed by the EMO. ECA staff includes Highly Qualified teachers including Special Education teachers; a Guidance Counselor; Career Academy Counselors, which function as teaching assistants; and an administrative assistant. Additionally, the school will be supported by consulting services, as needed, based upon student requirements as prescribed in IEP's. These consulting services are not included in the organizational chart but are included in the budget.

ECA staff is further supported by the College's staff which provides significant additional assistance.

- Registrar to assist with class scheduling,
- Director of Finance (DOF) to assist ECA in obtaining its funding from all sources,
- Director of Career Services (DOCS) which assist with obtaining Student Professional Experiences (SPE) and job placement,
- Community Relations Specialist (CRS) which assist in building local relationships with the community including non-profits, government and business
- Systems Support Technician (SST) which assists in keeping all of the schools computers and networks functioning.



Subsidiary Relationships

There is no subsidiary relationship of the applicant entity to another organization.

Current or Prior Charter Operation by the Applicant

ECA – Arizona, Inc. has no previous involvement with charter schools.

Role and Qualification of each Principal

Shannon S. Sweat will serve as the initial Secretary of the Board. Ms. Sweat has a Master's degree in Education, along with Graduate hours in both English and English Education and bachelor's degrees are in Criminal Justice and Political Science.

Ms. Sweat began her teaching career at the High School level and has a real passion for helping high school students succeed in their educational endeavors and their futures. Ms. Sweat has six years teaching experience at the High School level at a traditional High School and two Charter Schools.

Since September 2006 Ms. Sweat has taught for ITT Technical Institute and was Chair for the School of Criminal Justice at the Tempe Campus from June 2008 – June 2012. Ms. Sweat has additional postsecondary teaching experience, both classroom and on-line, at Mesa Community College and Estrella Mountain Community College here in Arizona

Sheryl Berling-Wolff will serve as a Treasurer of the Board. Ms. Berling-Wolff has a Master's degree in Plant Biology and a bachelor's degree in Computer Science. Additionally Ms. Berling-Wolff has the following certifications:

- Teaching Certificate: AZ Standard Secondary Education 7-12 with Endorsements in
- Mathematics, General Science, Computer Science K-12 and SEI K-12

Ms. Berling-Wolff was a teacher at the Learning Foundation and Performing Arts Charter School and offered Title I Math Tutoring; maintained computer lab; taught computer electives including MS Office products and other design applications. Additionally, she taught 8th grade Science at Maricopa Wells Middle School and 7th and 8th grade Math at Horizon Community Learning Center in Phoenix.

Ms. Berling-Wolff is currently the Library Assistant at ITT Tech – Tempe and provides tutoring in information technology and networking, math, physics, software development, Microsoft products. Additionally, she coordinates student internships and work experience, provides classroom assistance and is a substitute instructor as needed. Prior experience at ITT Tech includes teaching college math.

Larry E. Hansen will serve as the initial President of the Board. Mr. Hansen has a Master of Arts, Counseling-Human Relations, a Master of Arts, Educational Leadership, and a Bachelor of Arts, Secondary Education in History. Additionally, Mr. Hansen holds the following certifications:

- Arizona Secondary Education Standard Certificate 7-12, Arizona Department of Education
- History- Social Studies- License 3141238 – November 16 2011 to November 6, 2016
- New Jersey Department of Education Standard Certificate – Teacher of Social Studies
- Qualified Evaluator Certificate – Certificate from ASU allows me to be teacher evaluator

Mr. Hansen has secondary teaching experience as Chandler High School from 2005-2009 where he taught World History and Geography, American History, Government, Safety Ed and Honors'

Government. At Hendrix Junior High from 2001-2005 where he taught World History and Geography and American History and at Florence School District from 1999-2001 where he Taught Civics, US History and Honors English. Mr. Hansen was Department Chair at Florence Middle School in 2000-2001. His responsibilities included mentoring and evaluating teachers along with improving curriculum. Additional responsibilities included working with the district and textbook companies to adopt books suitable for the school in Social Studies.

As a Child Advocate for Special Needs Children, Mr. Hansen has utilized knowledge acquired through education and personal experiences helps parents with students who are disabled and helps create a conducive learning environment for them through IEP's and 504 plans.

Since 2008 Mr. Hanson has taught at ITT Tech – Tempe in entry and upper level courses such as Introduction to Psychology, Social Psychology, Research Methods, English 101 and 102, Strategies, Ethics, Global Studies and Written Analysis.

The combined experiences of the three Principals provide clear evidence of their ability to govern over the implementation of ECA by an experienced management company with an experienced Executive Director at the helm.

All three Principals have substantial education backgrounds and cover secondary, post-secondary, special education and technology education areas. Additionally, they all have experience with the operations of ITT Tech and are familiar with the way the management company operates, the students the school attracts and the support services in place to assist the target population in achieving ECA's mission.

Prior to reviewing and executing the EMO contract, the Principals will seek to add additional, **independent** board members that have business experience in the areas such as finance, law and non-profit management. These independent board members will come from the local community and will serve to strengthen the board's ability to govern and make policy decisions that are in the student's and the public's best interest. The independent board members will not have employment or financial interests with the EMO.

Charter Operation Experience of Principals

Ms. Shannon Sweat has experience teaching at two different Charter Schools. The first is North Pointe Preparatory, from August 2002 – December 2004, during which time Ms. Sweat taught a variety of Social Studies classes and Speech and Debate. The second school is Ombudsman - Charter Metro from August 2005 – December 2007. While at Ombudsman, Ms. Sweat created both Reading and Basic Education Programs for at-risk students in grades 9 – 12. Both schools are authorized by the Arizona State Board for Charter Schools.

Ms. Sheryl Berling-Wolff has teaching experience at Learning Foundation and Performing Arts from 2006-2010. Ms. Berling-Wolf was a Title I Math Tutor; maintained the computer lab; taught computer electives including MS Office products and other design applications. This school is authorized by the Arizona State Board for Charter Schools.