

**AGENDA ITEM: VisionQuest NonProfit Corporation Application**

VisionQuest Nonprofit Corporation submitted an application package for the Board’s consideration. This report contains:

- Background information regarding the qualifications of the applicant,
- A copy of the scoring rubric which confirms the application package does not meet the requirements as demonstrated through the review of the preliminary application package submitted on July 31, 2009, the technical assistance provided to the applicant, and a review of the revised application package submitted on January 19, 2010, and
- Staff’s overview and summary of the application package.

The following background information is provided for your consideration:

VisionQuest Nonprofit Corporation is a not-for-profit that was created on August 18, 1992 for the purpose of providing traditional and alternative social, welfare,(sic) educational, athletic, animal husbandry, cultural and treatment services to troubled children and their families and conducting any and all lawful affairs for which an Arizona nonprofit corporation may be incorporate under the Act. The entity currently has two (2) officers, Mark Contento, President and Phyllis Yester, Secretary and two (2) directors, Beth Ann Rosica and Peter Gravett. Through the background review process, additional information was required. Communication with the individuals is documented below:

**Organizational Structure**

Corporate Principals or Sole Proprietor	Communication
Mark Contento President	On December 7, 2009, a letter was sent to Mr. Contento indicating that he failed to provide all of the requirements of the application package by not submitting a valid fingerprint clearance card, and background information and a valid fingerprint clearance card for Phyllis Yester and Mike Foote (an individual listed within the annual report submitted to the Corporation Commission, but not included in the application).  On December 17, 2009, a copy of the fingerprint clearance card application for Mr. Contento dated July 28, 2009 was received. On December 29, 2009 Mr. Contento was issued a valid fingerprint clearance card.
Phyllis Yester Secretary	On December 17, 2009, background information documentation and a copy of the fingerprint clearance card application dated December 17, 2009 for Ms. Yester was received. On January 26, 2010, Ms. Yester was issued a valid fingerprint clearance card.
Peter Gravett Director	On December 7, 2009, a letter was sent to Mr. Gravett indicating that he failed to provide all of the requirements of the application package by not submitting a valid fingerprint clearance card.  On December 16, 2009, staff received a copy of the fingerprint clearance card application dated December 11, 2009 for Mr. Gravett. As of February 12, 2010, Mr. Gravett has not provided a valid fingerprint clearance card.

**Background Information**

Corporate Principal	Education History	Employment History	FCC	Notes
Mark Contento	Juris Doctorate	President of VisionQuest	Valid	There were no concerns

	degree	04/2008 – present.  Vice President of VisionQuest 11/2003 – 04/2008  Information for VisionQuest available on the web: Youth are referred to VisionQuest by county or state government staff in corrections, probation, mental health, and child welfare. Contracts are developed with the appropriate governmental authority and they serve as the basis for the placement.		identified through the background and credit check.  Clicking on the Tucson VisionQuest company link takes you back to the Pennsylvania VisionQuest website which is a different entity with a different board of directors.
Phyllis Yester	Master of Education degree in Counseling Services	Executive Vice President of VisionQuest 01/1979 – present	Valid	There were no concerns identified through the background and credit check.
Beth Ann Rosica	Doctor of Philosophy degree in Leadership	Vice President of VisionQuest 08/1991 – present	Valid	There were no concerns identified through the background and credit check.
Peter Gravett	Masters degree in Public Administration	President and Owner of Gravett & Associates from 02/2006 – present.  From its website: “Gravett and Associates offers a full range of Human Resource Management consulting and training services, including Human Resource audits, development of performance management systems, establishing Human Resource metrics, helping organizations leverage a diverse workforce, and executive coaching.”  Mr. Gravett has retired from the military.	None	There were no concerns identified through the background and credit check.

**School Governing Body**

Member Type	Number	Name
Organization Principals	4	Mark Contento, Phyllis Yester, Beth Ann Rosica, Peter James Gravett

**Roles and Responsibilities**

Applicant	Governing Body
<ul style="list-style-type: none"> <li>Regularly adopts and/or modifies policies and procedures regulating its operations and approves contractual dealings with outside agencies</li> <li>Authorizes the utilization of certain treatment modalities to maintain consistency with its operational purposes</li> <li>Is the governing body of the school and will make all final decisions regarding the operation of the school</li> </ul>	<ul style="list-style-type: none"> <li>Same as applicant</li> </ul>

**Program of Instruction**

Mission	<p>The mission of the Tomorrow’s Entrepreneurs, Achievers, and Managers (TEAM) Charter School is to provide high school students with the skills they need to become productive, healthy, and self-sufficient adults. The TEAM Charter School will reach out to three populations: students who are not on track to graduate from high school; students who do not plan to attend college; and youth in foster care who have experienced disruptions in their academic histories.</p>				
Description of Community and Target Market	<p>The identified target market area for the school is within the Sunnyside Unified School District’s boundaries. Primarily students who attend school in this area will be served, to include at-risk drop-outs and those in foster care.</p>				
Comprehensive Program of Instruction Summary	<p>In the narrative, the applicant proposes to provide a program of instruction that will implement a project-based model. Instructional delivery includes classroom seat time and project based learning experiences in the field. Projects will be based on student skills and experiences and facilitated through Individualized Learning Agreements (ILAs). These agreements provide individualized, performance-based accountability. Student achievement will be tracked and communicated to all stakeholders. Remediation will be provided for students who perform under the 65% threshold on the third assessment.</p> <p>Curriculum and assessments will be modeled after the Sunnyside Unified School District instructional program.</p>				
School Calendar	Standard – 180 days				
Student Count		Year	Grades Served	# of Students	# of Sites
		1	9-12	240	1
		2	9-12	250	1
		3	9-12	260	1
Findings	<p>The application fails to meet the minimum requirements in the following area(s):</p> <ul style="list-style-type: none"> <li>Strands, Concepts, and Performance Objectives: Reading-all grade levels and Math-one missing sample</li> <li>Instruction: Reading-all grade levels and Math-one missing sample</li> <li>Student Activities: Reading-all grade levels and Math-one missing sample</li> <li>Assessments: Reading-all grade levels and Math-one missing sample</li> <li>Rubrics: Reading-all grade levels and Math-one missing sample</li> </ul>				

**Business Plan/Budget**

Budget	Year one operating budget is based on 100% of anticipated student enrollment of 240 students figured at \$5,250 per pupil. Projected annual budget balances are: Year One - \$101,758, Year Two - \$207,924, and Year Three - \$295,560. At the end of each month during the first year revenue exceeds expenditures.
Secured Funds	VisionQuest has a \$7.5 million revolving line of credit with Gemino Healthcare Finance. The verification form was signed by account holder Peter Ranalli, who is a corporate principal for VisionQuest in Pennsylvania. The applicant did not provide any documentation in the application package stating that VisionQuest, PA would be providing resources to VisionQuest Nonprofit Corporation, AZ.
Findings	The application fails to meet the minimum requirements in the following area(s): <ul style="list-style-type: none"> <li>• Market Study (Special Education costs)</li> <li>• Advertising/Promotion plans</li> <li>• Start-up budget</li> <li>• Assumptions in Attachment G</li> <li>• Three-Year Operating Budget in Attachment H</li> </ul>

**Site Information**

Name of Proposed School	Tomorrow's Entrepreneurs, Achievers, and Managers (TEAM) Charter School
Location	Unconfirmed location: Tucson Arizona within the Sunnyside Unified Charter School
Secured Facility	None

**Scoring Rubric Summary**

Preliminary application package scoring rubric results: 68% of the scoring areas did not meet the criteria.  
Revised application package scoring rubric results: 34% of the scoring areas did not meet the criteria.

**Staff Recommendations**

Reject the application and the request for a charter of VisionQuest NonProfit Corporation to establish a charter school for the reason(s) that its application package failed to meet the requirements of Title 15, Article 8 due to:

- Lack of curriculum aligned to the State Academic Standards
- Lack of demonstration of a comprehensive program of instruction as stated in the Scoring Rubric
- Lack of a business and financial plan as stated in the Scoring Rubric

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Section 1.0	Comprehensive Program of Instruction –					
1.1	Comprehensive Program of Instruction – Curricular Emphasis	F	A	M	E	Comments
1.1h	9-12 Needs Analysis narrative provides an explanation of need within the selected community and includes a <b>description</b> of the community, <b>identification</b> of the target population, and an <b>explanation</b> of how the community will benefit from the school.			1		
1.1i	9-12 Educational philosophy <b>identifies</b> principles or concepts fundamental to the school's proposed instructional strategies.			1		
1.1j	9-12 Method(s) of instruction identified are <b>described</b> including the <b>rationale</b> for using such methods with the targeted population.		C	1		This section appears to address student monitoring rather than methods of instruction. <b>The revised application package identifies methods of instruction that include a rationale.</b>
1.1k	9-12 Methods of assessment narrative <b>identifies</b> the methods to be used, <b>reflects</b> the philosophy and method(s) of instruction, and <b>includes</b> a discussion of how school will <b>monitor</b> academic achievement and how those assessments will guide instructional decisions.		C	1		What are they going to use to assess and how are they going to track the standards? <b>The revised application package identifies the methods of assessments and includes how the school will monitor academic achievement.</b>
1.1l	9-12 Remediation plan <b>includes criteria</b> for when remediation will occur and how it will be implemented.		C	1		Unclear on what type of remediation plan will be used. <b>A remediation plan that includes criteria for when it will occur is provided in the revised application package.</b>
1.1m	9-12 Course completion and transfer credit acceptance plan <b>identifies the criteria</b> for how a school will determine <b>course completion</b> . The <b>criteria</b> identified <b>must include proficiency levels</b> for the academic subjects and the <b>criteria the school will use</b> to determine course completion. The transfer credit acceptance plan must <b>identify the steps</b> involved in <b>evaluating and accepting</b> transfer credits and <b>must</b> be aligned to state regulations.		C	1		Course completion is not addressed. <b>The revised application package provides a detailed course completion and credit transfer acceptance plan.</b>
1.1n	9-12 Class size described <b>supports</b> the methods of instruction, the target population, and the facility described on Attachment C.			1		
1.1 TOTAL		0	0	7	0	
Section 1.2	Comprehensive Program of Instruction –Strategic Planning	F	A	M	E	Comments
1.2c	9-12 student achievement goals are <b>performance-based, specific, measurable, attainable, and timely</b> .		C	1		The applicant does not state school wide goals for students. <b>The student achievement goals provided in the revised application package are performance-based, specific, measurable, attainable, and timely.</b>

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1.2d	9-12 Action steps to accomplish and monitor each accompanied goal must identify the steps for how the goal will be reached, how the progress will be monitored (benchmarks), and a process for the evaluation and revision of the goal over time.		C	1		Actions steps were not well organized or defined. <b>The revised application package provides action steps that meet the criteria.</b>
<b>1.2 TOTAL</b>		<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	
<b>Section 1.3.9</b>	<b>Ninth Grade Reading and Writing</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>E</b>	<b>Comments</b>
1.3.9a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each subject area are <b>identified</b> and are <b>appropriate for the grade level</b> .	C	1			Strands, concepts and performance objectives being assessed for reading and writing are not provided. <b>The revised application package included writing, but did not provide POs for reading.</b>
1.3.9b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for each subject area described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C	1			A unit of instruction is not provided. <b>The revised application package included writing, but did not provide instruction for reading.</b>
1.3.9c	Student <b>Activities</b> for each subject area <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C	1			Student activities are not provided. <b>The revised application package included writing, but did not provide student activities for reading.</b>
1.3.9d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C	1			Assessments are not provided. <b>The revised application package included some assessments, but did not provide a reading assessment.</b>
1.3.9e	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>	C	1			Scoring rubrics are not included. <b>The revised application package included some rubrics but did not provide a reading rubric.</b>
<b>1.3.9 Total</b>		<b>0</b>	<b>5</b>	<b>0</b>	<b>0</b>	
<b>Section 1.3.10</b>	<b>Tenth Grade Reading and Writing</b>	<b>F</b>	<b>A</b>	<b>M</b>	<b>E</b>	<b>Comments</b>
1.3.10a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being assessed for each subject area are <b>identified</b> and are <b>appropriate for the grade level</b> .	C	1			Strands, concepts and performance objectives being assessed for reading and writing are not provided. <b>The revised application package included writing, but did not provide POs for reading.</b>
1.3.10b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for each subject area described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C	1			A unit of instruction is not provided. <b>The revised application package included some units, but did not provide instruction for reading.</b>

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1.3.10c	Student <b>Activities</b> for each <b>subject area</b> correspond to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C	1			Student activities are not provided. <b>The revised application package provides some student activities, but did not provide student activities for reading.</b>
1.3.10d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C	1			Assessments are not provided. <b>The revised application package provided some assessments, but did not provide a reading assessment.</b>
1.3.10e	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>	C	1			Scoring rubrics are not included. <b>The revised application package includes some rubrics, but did not provide a reading rubric.</b>
1.3.10 Total		0	5	0	0	
Section 1.3.11	Eleventh Grade Reading and Writing	F	A	M	E	Comments
1.3.11a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being <b>assessed</b> for each <b>subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .	C	1			Strands, concepts and performance objectives being assessed for reading and writing are not provided. <b>The revised application package included writing, but did not provide POs for reading.</b>
1.3.11b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction</b> for each <b>subject area</b> described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C	1			A unit of instruction is not provided. <b>The revised application package included some units, but did not provide instruction for reading.</b>
1.3.11c	Student <b>Activities</b> for each <b>subject area</b> correspond to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C	1			Student activities are not provided. <b>The revised application package provides some student activities, but did not provide student activities for reading.</b>
1.3.11d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C	1			Assessments are not provided. <b>The revised application package provided some assessments, but did not provide a reading assessment.</b>
1.3.11e	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b>	C	1			Scoring rubrics are not included. <b>The revised application package includes some rubrics, but did not provide a reading rubric.</b>
1.3.11 Total		0	5	0	0	
Section 1.3.12	Twelfth Grade Reading and Writing	F	A	M	E	Comments

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1.3.12a	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being <b>assessed</b> for <b>each subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .	C	1			Strands, concepts and performance objectives being assessed for reading and writing are not provided. <b>The revised application package included writing, but did not provide POs for reading.</b>
1.3.12b	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C	1			A unit of instruction is not provided. <b>The revised application package included some units, but did not provide instruction for reading.</b>
1.3.12c	Student <b>Activities</b> for <b>each subject area</b> <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C	1			Student activities are not provided. <b>The revised application package provides some student activities, but did not provide student activities for reading.</b>
1.3.12d	Each subject area <b>assessment</b> is <b>summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C	1			Assessments are not provided. <b>The revised application package provided some assessments, but did not provide a reading assessment.</b>
1.3.12e	The <b>scoring rubric</b> for <b>each assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b> .	C	1			Scoring rubrics are not included. <b>The revised application package includes some rubrics, but did not provide a reading rubric.</b>
1.3.12 Total		0	5	0	0	
Section 1.3HSM	High School Math	F	A	M	E	Comments
1.3HSMa	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being <b>assessed</b> for <b>each subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .	C	1			Strands, concepts and performance objectives being assessed for math are not provided. <b>Not all Strands are covered for math in the revised application package.</b>
1.3HSMb	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C	1			A unit of instruction is not provided. <b>The revised application package does not include instruction for all of the Strands required for math.</b>
1.3HSMc	Student <b>Activities</b> for <b>each subject area</b> <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C	1			Student activities are not provided. <b>The revised application package does not include student activities for all of the Strands required for math.</b>

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1.3HSMd	Each subject area <b>assessment is summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C	1			Summative Assessments are not provided. <b>The revised application package does not include assessments for all of the Strands required for math.</b>
1.3HSMe	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b> .	C	1			Scoring rubrics are not included. <b>The revised application package does not include rubrics for all of the Strands required for math.</b>
1.3HSM Total		0	5	0	0	
Section 1.3 HSS	High School Science	F	A	M	E	Comments
1.3HSSa	The <b>Strands, Concepts, and Performance Objectives</b> of the State Academic Standards being <b>assessed</b> for each <b>subject area</b> are <b>identified</b> and are <b>appropriate for the grade level</b> .	C		1		The sample provided is a course description rather than the required unit of study over a distinct period of time. <b>The revised application package includes the correct POs to be covered for science.</b>
1.3HSSb	Instruction also <b>aligns</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A reasonable <b>timeline</b> for the instruction is <b>provided</b> along with the necessary <b>resources</b> to <b>implement</b> the instruction. <b>Instruction for each subject area</b> described <b>aligns</b> with the methods of instruction provided in the <b>Curricular Emphasis narrative</b> .	C		1		A unit of study is not identified. A timeline is not provided. <b>The revised application includes instruction that aligns with the POs provided.</b>
1.3HSSc	Student <b>Activities</b> for each <b>subject area</b> <b>correspond</b> to the teacher <b>instruction</b> provided. Student <b>activities</b> provide a reasonable and logical <b>progression</b> (timeline) to the <b>assessment</b> . <b>Activities align</b> with the <b>performance objectives</b> identified in the <b>assessment</b> . A list of the required <b>materials</b> to complete each activity is <b>provided</b> .	C		1		Student and teacher activities are not indicated. <b>Student activities provided in the revised application package align with the POs provided.</b>
1.3HSSd	Each subject area <b>assessment is summative</b> , aligns with the <b>methods of assessment</b> described in the Curricular Emphasis narrative and the <b>assessment provides</b> each student an opportunity to <b>demonstrate proficiency</b> of the identified <b>Performance Objectives</b> .	C		1		A summative assessment is not provided. <b>Summative assessments are provided in the revised application package.</b>
1.3HSSe	The <b>scoring rubric</b> for each <b>assessment</b> includes a <b>description</b> of the <b>components</b> (with identified Performance Objectives) to be <b>scored</b> and the <b>criteria</b> required to <b>demonstrate mastery</b> which must <b>align</b> with the mastery level described in the <b>narrative</b> .	C		1		A scoring rubric is not provided. <b>A scoring rubric for each assessment was provided in the revised application package.</b>
1.3.HSS Total		0	0	5	0	
Section 1.4	Comprehensive Program of Instruction –Monitoring	F	A	M	E	Comments
1.4a	The professional development plan <b>includes</b> how it will assist in meeting student academic needs. The plan must <b>include how</b> and <b>when</b> the program of instruction will be <b>presented</b> to teachers.			1		
1.4b	A description of an administrative <b>plan</b> for <b>monitoring</b> the <b>integration</b> of State Academic Standards into instruction is provided. The description must include <b>how</b> and <b>when</b> the teachers will be monitored.	C		1		Does not mention anything about how teachers will be monitored. <b>The revised application package includes a plan for monitoring teachers and instruction.</b>

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1.4c	A description of a <b>plan</b> to be used by teachers for <b>monitoring and documenting</b> student proficiency in performance objectives is provided. The description must include <b>how</b> and <b>when</b> monitoring will occur throughout the school year as well as how the results will impact curricular decisions.		C	1		A description of a plan that constitutes student proficiency is vague. <b>A description of a plan for monitoring and documenting student proficiency is provided in the revised application package.</b>
1.4 TOTAL		0	0	3	0	
Section 1.5	Comprehensive Program of Instruction – Special Education	F	A	M	E	Comments
1.5a	The application <b>indicates</b> the school <b>will provide special education services to qualifying students.</b>			1		
1.5b	The application specifically <b>describes</b> the <b>placement options</b> the school is prepared to offer students with disabilities on the campus and provides the <b>rationale</b> for those options.		C	1		The applicant does not provide specific information regarding placement options. <b>Placement options are described in detail in the revised application package.</b>
1.5c	The <b>training</b> of staff that will be required to <b>implement</b> such placement options and the <b>personnel</b> and <b>resources</b> that will be utilized to <b>implement</b> the option(s) described.	C		1		Training of staff to implement placement options is not addressed. <b>The training of staff is covered in the revised application package.</b>
1.5d	The application <b>demonstrates an understanding</b> of the <b>financial responsibility</b> for a placement beyond what the school is prepared to offer students with disabilities on the school campus and <b>describes</b> a plan for securing such placement.	C		1		Not provided. <b>The revised application package provides an understanding of the financial responsibility for placement beyond what the school is prepared to offer students with disabilities.</b>
1.5e	A <b>description</b> of the <b>duties</b> and <b>qualifications</b> of those providing the services is <b>included</b> along with an <b>indication</b> as to whether special education services will be <b>provided in-house or by contracted services</b> is provided.	C		1		Information about contracted services is provided. However, a description of the duties and qualifications of those providing the services is not. <b>The revised application package provides a description of the duties and qualifications of those providing services.</b>
1.5f	A <b>market study</b> of the cost of <b>providing the services and related services</b> is included. The market study is representative of the target area.	C	1			Not provided. <b>Market study is included in the revised application package, however, costs of services are not provided.</b>
1.5 TOTAL		0	1	5	0	
Section 2.1	Detailed Business Plan - Business Description	F	A	M	E	Comments
2.1a	The narrative describes the <b>type of organization</b> and the <b>date</b> it was organized. The organization's <b>history</b> , board <b>development</b> , along with any <b>licenses, permits</b> , (i.e. 501c3, EIN, etc.) that have been <b>obtained</b> are discussed.			1		
2.1b	The information in the narrative is <b>consistent</b> with the <b>articles of incorporation</b> , or other appropriate legal documentation included in the application, and information presented on the <b>Title Pages</b> of this application including the <b>Form of Organization and membership.</b>			1		

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2.1 TOTAL		0	0	2	0	
Section 2.2	Detailed Business Plan - Organizational Structure	F	A	M	E	Comments
2.2a	Corporate Principals, authorized representative, and other individuals responsible for day-to-day operations of the school are <b>identified</b> , highlighting the <b>expertise</b> each contributes to the operation of a school including experience in <b>elementary/secondary education, business operation, and financial management.</b>			1		
2.2b	Discussion includes the <b>areas</b> , if any, that may <b>require</b> the principals to seek <b>expertise outside the organizational structure.</b>		C	1		No discussion of consultants budgeted >\$160K. <b>The revised application package includes a discussion that deals with areas that may require the principal to seek outside expertise.</b>
2.2 TOTAL		0	0	2	0	
Section 2.3	Detailed Business Plan - Business Structure Filings					
2.3a	The most recent <b>Annual Report, Articles of Incorporation/Organization, By-laws/Operating Agreement, documentation giving the applicant the authorization to apply and/or documentation detailing governance and accountability of the charter school</b> are <b>consistent</b> with all <b>contents</b> of the application package.			1		
2.3 TOTAL		0	0	1	0	
Section 2.4	Detailed Business Plan - Governance Structure					
2.4a	The <b>organizational chart</b> and <b>narrative</b> reflects the operation and proposed reporting structure within the organization.		C	1		Need to identify Governing Body on the Organizational Chart. <b>A detailed organizational chart is provided in the revised application package.</b>
2.4b	The <b>communication chart</b> and narrative is <b>consistent</b> with the <b>content</b> of the application package and <b>represents</b> the <b>flow</b> of information for all stakeholders (i.e. parents, community members, students).			1		
2.4c	Discussion includes a clear description of the <b>role</b> and <b>responsibilities</b> of the <b>corporate/organizational board.</b>		C	1		Unclear as to which Board - Corporation or Advisory - is Governing Body. <b>The roles and responsibilities of the governing body are clear in the revised application package.</b>
2.4d	Discussion includes a clear description of the <b>role, responsibilities, and mandated obligations</b> of the school's <b>governing body.</b> Discussion includes how the make-up of both the principals and the body described will <b>comply</b> with the <b>open meeting law.</b>		C	1		Unclear as to which Board - Corp or Advisory - is Governing Body. No discussion of open meeting law. <b>A clear description of the roles and responsibilities of the governing body are provided in the revised application package.</b>

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2.4e	Provide a narrative that describes governing body member recruitment and development. Include the training/orientation process that will be provided to all school governing body members.					No discussion of training. Is Advisory Board part of Governing Body? <b>Recruitment and training for governing body members is provided in the revised application package.</b>
2.4 TOTAL		0	0	5	0	
Section 2.5	Detailed Business Plan - Market Study					
2.5a	Market analysis includes <b>identification</b> of the target market area, a <b>description</b> of the <b>need</b> for a school in that target market, identification of the <b>number</b> of students within the <b>proposed grade levels</b> , and the market's <b>growth rate</b> .					Target market is entire city of Tucson, with no discussion of how distance to school will be addressed. <b>The target market of Sunnyside School District is in the revised application package.</b>
2.5b	Discussion of Advertising/Promotion <b>plans</b> to <b>include</b> how parents/customers will be <b>attracted</b> to your school and the <b>costs to implement</b> your plan. Discussion must include how costs were determined.					No advertising in start up budget. <b>The discussion of advertising is vague in the revised application package.</b>
2.5 TOTAL		0	1	1	0	
Section 2.6	Detailed Business Plan - Facility	F	A	M	E	Comments
2.6a	The <b>description</b> of the facility necessary to <b>implement the program described</b> includes the <b>square footage needed, the number of classrooms needed, the actual location and a layout of the physical space.</b>					p. 29 Indicates 120 students to be served. P. 109 indicates 240 students. P. 30 contains no discussion of the size of building needed for the number of students to be served. <b>The revised application package provides a description of a potential facility and the square footage necessary.</b>
2.6b	The applicant provides <b>documentation</b> on the number of suitable facilities <b>available in the target market, the costs associated with securing the facility, and the costs associated with ensuring compliance</b> with all applicable laws and regulations. Costs must be reflected in the organization's Start-Up Budget.					
2.6 TOTAL		0	0	2	0	
Section 2.7	Detailed Business Plan – Academic Program Schedule	F	A	M	E	Comments
2.7a	A school calendar is provided that includes total number of <b>days of instruction</b> for the <b>school year, planned holidays, other days off</b> and planned <b>half days</b> ,					No indication of half days. <b>The revised application states that no half days are planned.</b>
2.7b	A weekly schedule is provided that demonstrates <b>compliance</b> with <b>hours/minutes of instruction</b> per week for <b>each</b> grade level served as described in ARS 15-901. Include the <b>length of day</b> (approximate start and dismissal times) and how many hours will be designated for the core academics, i.e. reading, writing, math science, and social studies.					Period 4 minutes total 40 not 50. <b>A weekly schedule that demonstrates compliance with hours/minutes is provided in the revised application package.</b>
2.7c	High Schools- a proposed <b>course offering</b> list is <b>provided</b> that contains <b>descriptions</b> of those courses. Course offerings must reflect statutorily mandated <b>graduation requirements, the Program of Instruction described in the narrative</b> and intended elective offerings.					

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2.7 TOTAL		0	0	3	0	
Section 2.8	Detailed Business Plan – Personnel	F	A	M	E	Comments
2.8a	Narrative reflects the <b>appropriate personnel to implement the program of instruction and business plan</b> described. Include the <b>number</b> of instructional and non-instruction personnel and the <b>responsibilities</b> of the instructional staff. <b>Qualifications</b> of staff must <b>align with NCLB Highly Qualified requirements</b> .			1		
2.8b	Provide a detailed plan that includes <b>recruiting, hiring, and training</b> of instructional staff.			1		
2.8c	Provide an administrative plan that includes <b>oversight responsibilities</b> related to <b>instruction and operational</b> services. Plan must identify the <b>number</b> and their <b>oversight responsibilities</b> related to the following areas; <b>curricular implementation, staff training and development, testing (AIMS, TerraNova, AZELLA), financial management, contracted services, personnel, grants management, and student management information system (SAIS)</b> .			1		
2.8d	Compensation plan that <b>supports</b> the described <b>qualifications</b> of <b>instructional and non-instructional</b> personnel.			1		
2.8 TOTAL		0	0	4	0	
Section 2.9	Detailed Business Plan – Financial Plan	F	A	M	E	Comments
2.9a	Start-up Budget Narrative includes <b>background information</b> providing <b>clarification</b> of what the organization <b>brings</b> to the project, what will be <b>required</b> as part of start up (e.g. computers donated by non-profit, organization holds appropriate C of O for facility, infrastructure for technology in place, etc.), and the <b>assumptions</b> made for each line item identified on Attachment G.		C	1		Narrative includes no discussion of rationale for expenses nor documentation of federal grant. <b>The start-up budget narrative in the revised application package provides a detailed explanation of the financial plan.</b>
2.9b	Timeline includes <b>schedule</b> for <b>facility acquisition, build-out and improvements, recruiting</b> students and personnel, <b>hiring and training</b> staff, <b>submitting</b> estimated counts to School Finance, anticipated time for <b>signing</b> charter contract, anticipated <b>enrollment period</b> , and <b>ordering/receipt/payment</b> of supplies, materials, furniture, etc.			1		Consider using a table format.
2.9c	Start-up Budget (Attachment G) <b>supports</b> the <b>timeline</b> provided and the <b>program</b> described. The <b>budget does not include unsecured grants and/or unsecured federal funds</b> . Start-up budget assumptions with rationale are included for each line item identified on Start-up Budget.		C	1		Narrative includes no discussion of rationale for expenses nor documentation of federal grant. Stimulus Grant is not secured funds. No marketing costs for students. <b>The start-up budget in the revised application package provides a rationale for budget assumptions and does not include unsecured funds.</b>
2.9d	Three Year Operating Budget (Attachment H) Narrative includes <b>background information</b> providing <b>clarification</b> of how <b>expenses</b> may be <b>paid</b> over time or in installments (e.g. equipment leases, furniture payments, etc.), <b>assumptions</b> made when creating the budget (e.g. when enrollment capacity will be met, utilities included in rent), and any research/market <b>studies supporting expenses</b> included in the budget, as appropriate for			1		Narrative includes no discussion of rationale for expenses. Breakdown consultant costs. <b>The three year budget in the revised application package does not include number of staff for year two.</b>

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2.9e	State aid <b>revenues</b> appropriately <b>reflect</b> statutory <b>requirements</b> (funding formula projections) and realistic <b>student projections</b> .		C	1		Inconsistent with the number of students mentioned on page twenty-nine. Unclear how the applicant came up with the number. <b>The revised application package addressed concerns.</b>
2.9f	Operating budget <b>reflects growth</b> described on <b>Title Pages</b> and in <b>Program of Instruction</b> .			1		
2.9g	Each year shows <b>school is able to sustain itself</b> . Annual <b>expenditures do not exceed revenues</b> .			1		
2.9h	Expenditures for personnel <b>reflect qualifications, salaries, and benefits</b> (includes required employer contributions) as described in the <b>business plan</b> .			1		
2.9i	Expenditures <b>support the Program of Instruction</b> including <b>materials, supplies, equipment, etc.</b> as described within the application.			1		
2.9j	Expenditures <b>support the implementation</b> of the <b>special education services</b> described.			1		
2.9k	Appropriate <b>audit expenses</b> were included in operating budget for <b>year two and three</b> .		C	1		Audit fees are unrealistic for a school of this size. <b>Appropriate audit expenses were included in the operating budget.</b>
2.9l	Expenditures <b>support the facilities</b> described in the application.			1		
2.9m	Operating <b>expenses</b> are <b>consistent</b> with the <b>application</b> .			1		
2.9n	First Year Month-by-Month Cash Flow Budget Sheet (Attachment I) <b>reflects</b> the first year <b>operating budget</b> and information provided in the <b>narrative</b> .			1		
2.9o	First Year Month-by-Month Cash flow <b>indicates</b> the school is able to <b>sustain itself</b> with <b>monthly expenditures never exceeding revenues</b> .			1		
2.9 TOTAL		0	1	14	0	
Grand Total		0	28	54	0	
SUMMARY						
	No scoring area received a score of Falls Below					
	More than one scoring area in each section scored Approaches					
	Fails 95% Test					
CONCLUSION						
	Fails to Meet the Criteria, Therefore Substantively Incomplete					