

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

Program of Instruction

Mission	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.				
Description of Community and Target Market	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.				
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"> Strands, Concepts, and Performance Objectives: Reading-all grade levels and Math-one missing sample Instruction: Reading-all grade levels and Math-one missing sample Student Activities: Reading-all grade levels and Math-one missing sample Assessments: Reading-all grade levels and Math-one missing sample Rubrics: Reading-all grade levels and Math-one missing sample 				

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"> • Market Study (Special Education costs) • Advertising/Promotion plans • Start-up budget • Assumptions in Attachment G • Three-Year Operating Budget in Attachment H

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

VisionQuest Nonprofit Corporation
2010-2011 Application Cycle

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 description of the community, identification of the target population, and an explanation of how the community will benefit from the school.			1		
1.1i	9-12 Educational philosophy identifies principles or concepts fundamental to the school's proposed instructional strategies.			1		
1.1j	9-12 Method(s) of instruction identified are described including the rationale for using such methods with the targeted population.		C	1		This section appears to address student monitoring rather than methods of instruction. The revised application package identifies methods of instruction that include a rationale.
1.1k	9-12 Methods of assessment narrative identifies the methods to be used, reflects the philosophy and method(s) of instruction, and includes a discussion of how school will monitor 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? The revised application package identifies the methods of assessments and includes how the school will monitor academic achievement.
1.1l	9-12 Remediation plan includes criteria for when remediation will occur and how it will be implemented.		C	1		Unclear on what type of remediation plan will be used. A remediation plan that includes criteria for when it will occur is provided in the revised application package.
1.1m	9-12 Course completion and transfer credit acceptance plan identifies the criteria for how a school will determine course completion . The criteria identified must include proficiency levels for the academic subjects and the criteria the school will use to determine course completion. The transfer credit acceptance plan must identify the steps involved in evaluating and accepting transfer credits and must be aligned to state regulations.		C	1		Course completion is not addressed. The revised application package provides a detailed course completion and credit transfer acceptance plan.
1.1n	9-12 Class size described supports 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 performance-based, specific, measurable, attainable, and timely .		C	1		The applicant does not state school wide goals for students. The student achievement goals provided in the revised application package are performance-based, specific, measurable, attainable, and timely.

VisionQuest Nonprofit Corporation
2010-2011 Application Cycle

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

VisionQuest Nonprofit Corporation
2010-2011 Application Cycle

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

VisionQuest Nonprofit Corporation
2010-2011 Application Cycle

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

VisionQuest Nonprofit Corporation
2010-2011 Application Cycle

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