



OFFICE of EDUCATION INNOVATION

Application Templates

Fall 2015

Office of the Mayor
2501 City-County Building
200 East Washington Street
Indianapolis, Indiana 46204
Telephone: 317.327.3601

Table of Contents

Instructions for the Letter of Intent	2
Letter of Intent Format	3
Letter of Intent to Apply for a Charter	4
Appendix 1: Instructions for Leadership Information	6
Appendix 2: Application Forms and Templates	7
Appendix 3: Instructions for Development of School-Specific Goals	17
Appendix 4: Technical Requirements Checklist	23
Appendix 5: Resources	24

Instructions for the Letter of Intent

All applicants are required to complete and send one copy of the Letter of Intent form on the following page declaring their intent to apply for a charter.

On the Letter of Intent, an applicant must indicate whether it is applying for a replication of a current Mayor-sponsored charter school, or is a current charter changing authorizers.

Letter of Intent Format

All Letter of Intent submissions should be limited to the form on the following page. An electronic version of this form can be downloaded from the following website: www.indy.gov/OEI.

The Letter of Intent can be mailed, faxed, or emailed to:

Office of the Mayor
200 East Washington Street, Suite 2501
Indianapolis, Indiana 46204
Attention: Kristin Hines, Director of Charter Schools
Tel: 317.327.3111
Fax: 317.327.5271
E-mail: kristin.hines@indy.gov

Letter of Intent to Apply for a Charter

Dear Mayor Ballard,

The undersigned individual/organization is considering submitting an application to establish a charter school in Indianapolis. We wish to participate in all forums and receive all information provided to potential applicants by the Mayor’s Office.

Legal name of organization applying for the charter:

Name of proposed school:

Applicant's authorized representative:

Full mailing address (include city, state, zip code):

Daytime telephone number:

E-mail address:

Location of school:

School district of location:

Anticipated opening date:

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year			
Second Year			
Third Year			
Fourth Year			
Fifth Year			
Sixth Year			
Seventh Year			
Maximum			

Is school single-gender or co-educational:

If single-gender, please indicate who will be served by school:

Indicate “Girls” or “Boys”

Target student population

For example, at-risk youth.

Brief description of kind of school to be chartered:



For example, it may be an Arts, Math, or Science-focused school or use a particular school design.

Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school.

(For more information, see “Mission” section of the Full Application Guidelines.)

Are you planning to work with a management organization?

Indicate “Yes” or “No”

If so, please indicate name of management organization:

Signature of Applicant’s Authorized Representative

Signature

Date

Appendix 1: Instructions for Leadership Information

If the Mayor's Office does not currently have the following information for school administrators and governing board members, then those individuals are required to complete the background check authorization form, provide a current resume detailing their qualifications and experiences, and submit a memorandum indicating any conflicts of interest. Submit all three items for each new leader. Information on governance and management team members will not be considered unless the Mayor's Office has complete leadership information (resume, background waiver, and memorandum) for every board member and school leader as detailed below. Below is a brief outline of the leadership information contents, as well as directions for meeting the format requirements.

Leadership Information Contents

The leadership information should contain the following:

- Resumes should include, at a minimum, education, employment and professional and community activities. Resumes do not need to include personal address or contact information.
- Signed background check authorizations only in unbound copy. Background check forms are not included in the bound copies. Background check authorization form is available in Appendix 2 (page 40).
- A memorandum of no more than one page from each participating governing board member that:
 - Highlights the knowledge and experience that he or she would bring to the board (e.g., previously served on a board of a school district, an independent school, or a non-profit corporation); and
 - Indicates any potential conflicts of interest he or she might have. A potential conflict consists of engaging in a business relationship with a company or employee that would provide direct or indirect financial or other benefits to the board member or family members. Please describe the individuals involved and the nature of any such relationship.

To the extent permitted by law, information obtained through background checks and other personal information will remain confidential. If the leadership of the proposed charter school changes, it is the responsibility of the organizer to submit updated leadership information (resume, background check authorization and memorandum) to the Mayor's Office.

Appendix 2: Application Forms and Templates

Charter Applicant Information Sheet

This sheet must be attached to the Replication Application, and follow the cover page. Please type the information requested.

Name of Proposed Charter School:

Proposed School Address (if known):

School District in which Proposed School would be located:

Legal Name of Group Applying for the Charter:

Applicant's Designated Representative:

Address:

City:

State:

Zip Code:

Daytime Telephone:

E-mail address:

The proposed school will open in the fall of school year:

Proposed Grade Levels & Total Student Enrollment

	School Year	Grade Levels	Maximum Student Enrollment
First Year			
Second Year			
Third Year			
Fourth Year			
Fifth Year			
Sixth Year			
Seventh Year			
Maximum			

Is this a single-gender or co-educational school?

If single-gender, please indicate who will be served by school:

Indicate "Girls" or "Boys"

Are you planning to work with a management organization?

Indicate "Yes" or "No"

If so, please indicate the name of management organization:

Have you submitted this application to other authorizer(s)?

Indicate "Yes" or "No"

If so, please list the authorizer(s) and the date(s) of submission:

Do you plan to submit an application for this school to another sponsor before the Mayor of Indianapolis makes a final determination on your application?

Indicate "Yes" or "No"

If so, please indicate the name of the authorizer:

Have you submitted any other applications to an authorizer in the previous five (5) years?

Indicate "Yes" or "No"

If so, please indicate the name of *the authorizer, the date and the name of the school* on the application.

Background Check Authorization Form

I, **[insert name]**, submit this background check authorization as part of the proposal from, **[insert name of school]**, for a charter pursuant to I.C. 20-5.5 from the Mayor of Indianapolis.

I certify that all of the information provided in my resume is true and accurate to the best of my knowledge. I also certify that the following information, which should facilitate the background check process, is also accurate, true and correct to the best of my knowledge:

Other names or aliases you are known by: **[insert maiden name if other known names]**

Have you ever been convicted of a criminal offense? **[Indicate "Yes" or "No"]**

If yes, please indicate date, charge and city where convicted:

Please list all of your residences (by city, county and state) other than Indianapolis during the past ten (10) years:

I hereby give my written consent to any and all investigation and checks into my background which the sponsor deems relevant to the consideration of the proposal, including, but not limited to, a criminal history check with the Indianapolis Police Department and the Indiana State Police, or any other local or state government, and a national criminal background history check and/or a check of my credit history.

I hereby authorize and request all persons to whom this request (original or reproduction) is presented, having information relating to or concerning me, to furnish such information to the Indianapolis Charter Schools Director or his representatives, and understand and agree that any such information may be disclosed to representatives of the Mayor's Office, the Mayor's Charter Schools Advisory Board or other officials of the City of Indianapolis as is necessary to evaluate the proposal submitted by **[insert name of school]**. Furthermore, I authorize the disclosure of such information to the organizer and/or its Board of Directors, or other party related to this proposal.

I am aware that this information may be of a personal nature and may otherwise be protected from disclosure by my constitutional, statutory, or common law privileges. Although I understand that the information is intended to remain confidential, I understand that Indiana law may require release of any or all information obtained. I hereby waive all privileges which may attach to such communication or disclosure and release all persons, firms, and corporations, as well as the Mayor's Office, the Indianapolis Charter Schools Director, Mayor's Charter Schools Advisory Board, the Consolidated City of Indianapolis and all their officers, employees and agents for all claims, of any nature, as a result of said communication or disclosure. These records will be retained on file with the Mayor's Office.

Signature

Social Security Number

Date of Birth

Date

Position with Proposed School (e.g., school leader, business manager, Board of Directors member)



Enrollment/Demand Form

Totals should equal those indicated in your "charter applicant information sheet"

	<Insert SY 1>	<Insert SY 2>	<Insert SY 3>	<Insert SY 4>	<Insert SY 5>	<Insert SY 6>	<Insert SY 7>
K							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
Total							

Assurances Form

This form must be signed by a duly authorized representative of the applicant and submitted with the Full Application. An application will be considered incomplete if it is not accompanied by the Assurances Form signed by an authorized individual.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for **[insert name of school]** to be located at **[insert location]** is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the school:

1. Will not charge tuition, fees, or other mandatory payments for attendance at the charter school, or for participation in its programs, except for a preschool program or a latch key program. IC 20-5.5-8-2
2. Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case, each timely applicant will be given equal chance of admission. IC 20-5.5-5-4
3. Will provide the number of students enrolled in the charter school, the name of each student and the school corporation in which each student resides to the Indiana Department of Education by the date established thereby. IC 20-5.5-7-3
4. Will submit an annual report to the Indiana Department of Education in the form required thereby. IC 20-5.59-1
5. Will submit attendance records, student performance data, financial information, any information necessary to comply with state and federal government requirements, and any other information specified in the charter to the Mayor's Office. IC 20-5.5-9-5
6. Will participate in the Indiana State Teachers' Retirement Fund in accordance with IC 21-6.1 and the Public Employees Retirement Fund in accordance with IC 5-10.3. IC 20-5.5-6-7, and/or another comparable and appropriate pension or retirement fund approved by the Mayor's Office.
7. Will maintain separate accountings of all funds received and disbursed by the school. IC 20-5.5-7-1
8. Will ensure 90% of individuals who teach hold a license to teach in a public school in Indiana under I.C. 20-6.13 or are in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program set forth in IC 20-6.1-3.11. IC 20-24-6-5
9. Will permit certified employees at the charter school the opportunity to organize and bargain collectively under I.C. 20-7.5. IC 20-5.5-6-3
10. Will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted government accounting principles.
11. Will at all times maintain all necessary and appropriate insurance coverage.
12. Will indemnify and hold harmless the City of Indianapolis (including without limitation, the Mayor's Office), the State of Indiana, all school corporations providing funds to the charter school, and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

13. Will follow all federal and state laws and constitutional provisions that prohibit discrimination on the basis of the following: disability, race, color, gender, national origin, religion & ancestry. IC 20-5.5-2-2
14. Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
15. Will be non-religious in its programs, admissions policies, governance, employment practices and all other operations, and its curriculum will be completely secular.
16. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it.
17. Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

Authorized Representative's Signature

Date

Educational Service Provider (ESP) Questionnaire

Please note this questionnaire is to be filled out by any applicant contracting with an Educational Management Organization (EMO), Charter Management Organization (CMO), or any other educational service provider.

Portfolio:

- List all of the schools in the network, the number of years they have been in operation, and the number of students served by those schools.
- Provide names and contact information for all other authorizers that oversee schools within the network.
- Describe the ESP's growth plan. Explain how the organization will maintain fiscal responsibility and provide quality services during the period of growth.

Academic Performance:

Provide the following academic information for each school managed by the organization.

- Adequate Yearly Progress determinations (including subgroup determinations);
- Pass rates or equivalent for the state's mandated assessments in English Language Arts and mathematics;
- Performance of students on statewide assessments compared to students in nearby traditional public schools;
- Graduation rates for every year the school has had graduates;
- Post-graduation degree attainment, if available.

Leadership:

- Please explain the leadership structure of the organization, and include an organizational chart.
- Has there been any turnover in leadership within the organization?
- Provide a list of the board of directors of the ESP and their length of service.
- Explain any turnover on the board that was not due to term limits.
- How often does the ESP assess itself and gauge the satisfaction of its clients?

Services:

- What services does the ESP provide?
- Include as an attachment a copy of the proposed management agreement. The agreement should include, but not be limited to:
 - Specific standards the school's board will use to hold the ESP accountable;
 - Consequences for not meeting those standards;
 - Terms for contract termination; and

- Differentiation of what is owned by the school and what is owned by the management organization.

Finances:

Provide the following financial information for the management organization.

- The most recent federal tax return;
- The ESP's annual budget;
- Projected five-year budget;
- Detailed list of all debts the ESP has;
- The last three years of complete financial audits;
- Fees paid to the ESP by schools, and the services received for that fee; and
- Names of schools with which contracts have been terminated.

Appendix 3: Instructions for Development of School-Specific Goals

This appendix provides a summary cover sheet and a general template that each applicant must use to submit its school-specific goals to the Mayor’s Office. Schools should use the template to explain each of their school-specific goals (two academic, two non-academic). Please remember, school-specific goals should not be duplicative of any measures already evaluated in the Performance Framework (found on our website). This includes state standardized testing and accountability, attendance, enrollment, cash flow, etc.

This appendix contains, in the following order:

1. The summary cover sheet, which schools should use to summarize their school-specific goals and assessments and submit as a cover page for the more detailed goals information submitted on the template;
2. Instructions for completing the general template for school-specific goals;
3. The general template; and
4. A sample submission from a hypothetical charter school showing how the general template might be completed for one goal.

For more information and assistance developing these goals, see the Performance Framework available at our website.

Summary Sheet: School-Specific Goals and Assessments

On this sheet, summarize the performance goals and assessments that are detailed on the templates.

School Name: _____

Performance Goals Methods of Assessment

General Template for School-Specific Goals

- Submit each goal – and the requested information pertaining to that goal – on a separate template page (or pages). Reproduce the template page as needed for the number of goals that you wish to submit.
- Indicate the name of your school at the top of each page.
- Indicate your school’s mission statement in the designated space.
- Indicate the required information in the designated spaces in the template. You may expand the template to additional pages if needed to accommodate information pertaining to a particular goal.

Below are specific instructions for each designated space in the template:

1. **Mission Statement:** In this space, provide a brief (1-2 sentences), jargon-free statement of the school’s purpose and broad aims. This statement should be measurable, memorable, and meaningful.
2. **Goal:** In this space, articulate the school-specific goal in a precise, declarative statement.
3. **Annual Targets:** In this space, complete the chart showing the expected results for each year of the charter term.
4. **Assessment Tools & Measures:** In this space, state the tool(s) you will use to evaluate achievement of, or progress toward, that goal (e.g., a school-selected assessment, a parent survey, etc.).
5. **Attachments (if applicable):** In this space, note any attachments that you have included to illustrate the performance goal and assessments. In the case of school-developed assessments, attachments might include an actual test that your school has developed for a particular purpose, and/or a scoring tool and instructions for evaluators. Provide the attachment(s) immediately following the completed template page(s) for that performance goal. If you are still developing a particular assessment or evaluation tool, note this along with the date when it will be ready for submission, and submit it to the Mayor’s Office once it is developed.
6. **Rationale for Goal and Measures:** In this space, briefly explain (in about 2-3 sentences) why you have chosen to include that particular goal and its accompanying measures in your accountability plan. The rationale should articulate (a) why the goal is important to your school mission, and (b) why the assessments you have chosen are appropriate, useful tools for measuring performance toward that goal.
7. **Assessment Reliability and Scoring Consistency:** In this space, explain how you will demonstrate both the reliability and scoring consistency of any non-standardized assessment developed or administered by your

school, if applicable. (For suggestions and guidance in establishing reliability and scoring consistency for school-developed measures, see the “Six Step Framework for Creating Unique Learning Measures” and “Examples of Measures Created through This Framework” in the Accountability Handbook, available at

www.indy.gov. If you will not need to establish reliability and scoring consistency because you have chosen a standardized assessment, simply note “N/A” in this space.

8. **Baseline Data:** In this space, state your school’s baseline student achievement levels (such as incoming student test scores) pertaining to the particular goal, if known. If you have not yet gathered the needed data, simply indicate when you plan to gather it.

General Template for School-Specific Goals

School-Specific Goal for: [insert school name]

Mission Statement: The mission of our charter school is to... (Brief, jargon-free statement of the school’s purpose and broad aims)

Goal: What will our school accomplish? (Precise, declarative statement tied to a specified timeframe or length of attendance)

Annual Targets: How will we know that we have achieved this goal?

Below is the scale that the Mayor’s Office will apply in evaluating a school’s attainment of (or progress toward) a particular goal. Schools should apply the same scale in describing their 3rd - and 6th year targets, while defining the specific performance levels that would earn each rating.

- *Does not meet standard:* School has clearly not met its school-specific goal.
- *Approaching standard:* School is making good progress toward meeting its school-specific goal.
- *Meets standard:* School has clearly met its school-specific goal.
- *Exceeds standard:* School has clearly exceeded its school-specific goal.

Goal:					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	20xx-xx				
2					
3					
4					
5					
6					
7					

Assessment Tools and Measures: How will we measure achievement of this goal, using mandated assessments and/or school-specific assessments (such as portfolios, juried performances)?

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor’s Office once it is developed.)

Rationale for Goal and Measures: Why is this goal important to our mission, and why is our chosen method of assessment appropriate and useful for measuring performance toward this goal? (2-3 sentences)

Assessment Reliability and Scoring Consistency: How will we demonstrate both the **reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?**

Baseline Data: What is our beginning data point?

Sample School-Specific Goal Submission



School-Specific Goal for the New Academy Charter School

Mission: The mission of our charter school is to cultivate in youth of the Riverside and Statement Brickyards neighborhoods a deep appreciation and understanding of mathematics and science, and to develop in them the academic and social skills and character qualities essential to be active community members, responsible citizens and successful individuals.

Performance What will our school accomplish? (Precise, declarative statement tied to a Goal-specified timeframe or length of attendance.) Graduating students will have a plan for their future and the confidence, skills and preparation to pursue it.

Annual Targets: How will we know that we have achieved this goal?

Goal: Students in the 8th grade and higher have individual career plans that are realistic, well-considered and well-developed for their grade levels (earning a rating of “Good” or “Excellent” according to the evaluation tool.)					
Charter Year	Calendar Year	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2016-17	More than 70% of students in the 8 th grade and higher have met the goal.	65% to 70% of students in the 8 th grade and higher have met the goal.	50% to 65% of students in the 8 th grade and higher have met the goal.	Fewer than 50% of students in the 8 th grade and higher met the goal.
2	2017-18	More than 80% of students in the 8 th grade and higher have met the goal.	75% to 80% of students in the 8 th grade and higher have met the goal.	60% to 75% of students in the 8 th grade and higher have met the goal.	Fewer than 60% of students in the 8 th grade and higher met the goal.
3	2018-19	More than 90% of students in the 8 th grade and higher have met the goal.	85% to 90% of students in the 8 th grade and higher have met the goal.	70% to 85% of students in the 8 th grade and higher have met the goal.	Fewer than 70% of students in the 8 th grade and higher met the goal.
4	2019-20	More than 90% of students in the 8 th grade and higher have met the goal.	85% to 90% of students in the 8 th grade and higher have met the goal.	70% to 85% of students in the 8 th grade and higher have met the goal.	Fewer than 70% of students in the 8 th grade and higher met the goal.
5	2020-21	More than 95% of students in the 8 th grade and higher met the goal.	90% to 95% of students in the 8 th grade and higher met the goal.	80% to 89% of students in the 8 th grade and higher met the goal.	Fewer than 80% of students in the 8 th grade and higher met the goal.
6	2021-22	More than 95% of students in the 8 th grade and higher met the goal.	90% to 95% of students in the 8 th grade and higher met the goal.	80% to 89% of students in the 8 th grade and higher met the goal.	Fewer than 80% of students in the 8 th grade and higher met the goal.
7	2022-23	More than 95% of students in the 8 th grade and higher met the goal.	90% to 95% of students in the 8 th grade and higher met the goal.	80% to 89% of students in the 8 th grade and higher met the goal.	Fewer than 80% of students in the 8 th grade and higher met the goal.

Assessment Tools: How will we measure achievement of this goal, using mandated assessments and Measures and/or school-specific assessments (such as portfolios, juried performances)?

- Beginning in the 8th grade, students will develop a career plan that is revised annually. The career plan will be evaluated for soundness by the school counselor and each student’s teacher-advisor, using a tool that we have developed for this purpose.

Attachments: Attachments to illustrate the performance goal and assessments. (Note and attach relevant school-developed assessments and/or assessment tools. If a school-developed assessment or tool is still under development, note this here along with the date when it will be ready for submission, and submit it to the Mayor’s Office once it is developed.)

Our school-developed tool for evaluating student career plans is attached.
[Example response only – no tool is attached to this sample.]

Rationale for “Why is this goal important to our mission, and why is our chosen method of Goal and assessment appropriate and useful for measuring performance toward this goal?” (2-3 sentences)

Developing in students the self-knowledge and skills to plan realistically for their futures is essential to our mission. We are committed to preparing our students to succeed beyond our doors. Individual student career plans, thoughtfully revised each year with faculty counseling, will teach students to engage in self-reflection and research that will equip them to follow a plan throughout their lives – adjusting as necessary, but continuously focused on meaningful and realistic goals.

Assessment: How will we demonstrate both the reliability and scoring consistency of the assessment(s) we plan to use, if non-standardized?

Scoring Consistency: The school counselor and all teachers (who also serve as advisors to assigned groups of students) will be trained to use the tool that we have developed for evaluating student career plans. From the first set of career plans developed in 2013-2014, we will identify exemplars representing distinct levels of achievement (Excellent, Good, Fair, Needs Improvement) that should be rated accordingly, and will use these to help guide and build consistency in evaluation. Guided by the exemplars, the counselor and teachers will repeatedly evaluate a sample set of actual career plans developed in 2013-2014 (including written comments and oral feedback as well as a numeric score for each plan), comparing their scores and comments to identify variances, and revising the evaluation tool as needed to eliminate significant discrepancies. We will repeat these “practice evaluations” as needed until we are confident in the reliability and consistent usage of the evaluation tool.

Baseline Data: What is our beginning data point? Career plans from the 2016-2017 school year, which will be finalized in May 2016.

Appendix 4: Technical Requirements Checklist

The following lists information required to be included in a charter school proposal pursuant to Indiana Code 20-5.5-3-3.

Information Required by Indiana Law	Section of Full Application Where Information Is be Inserted
Identity of Organizer Information Sheet	
School Name Information Sheet	
Age or Grade of Pupils to Be Enrolled Information Sheet	
School Purposes	
School's Educational Mission	
School's Educational and Organizational Goals	
Curriculum and Instructional Methods	
Methods of Pupil Assessment	
School Calendar	
Admission Policy and Criteria, subject to IC § 205.5-5	
Plan for Compliance with any Applicable Desegregation Order	
Personnel Plan, including methods for selection, retention and compensation of employees	
Arrangements for providing teachers and other staff with health insurance, retirement benefits, liability insurance, and other benefits	
Description of Organizer's Organizational Structure	
Description of Organizer's Governance Plan	
School Governance Structure	
School Management Structure	
Description of Staff Responsibilities	
Budget and Financial Plans	
Description and Address of the Physical Plant	
Transportation Plan	
Date When Charter School Is Expected to Begin	
School Operations	
Date When Charter School Is Expected to Have	
Students in Attendance	

Appendix 5: Resources

The websites below offer only a primer in the numerous charter school technical resources available. This list is in no way exhaustive.

Mayor’s Charter School Website: www.indy.gov/OEI

Provides answers to frequently asked questions about charters in Indianapolis and offers general information for applicants and the general public.

Indiana Department of Education: www.doe.in.gov/

Provides extensive information on Indiana’s public K-12 schools.

U.S. Department of Education’s Charter Schools Site: www.charterschoolcenter.org/

Serves as an overall information clearinghouse about charter schools, including federal efforts to support charter schools

National Alliance of Public Charter Schools: www.publiccharters.org

A national organization committed to advancing the charter school movement that provides assistance to state charter school associations and resource center and, develops and advocates for improved public policies.

Center for Education Reform: www.edreform.com

Provides information about status of charter schools in each state and charter legislation and charter news from around the country.

Charter Friends National Network: www.publiccharters.org/

A network of state charter school support organizations, CFNN provides resources on facilities financing, accountability, and special education, working with management companies and school designs, and other issues.

Charter School Development Center: www.cacharterschools.org

Offers downloadable sample documents, policy papers, and planning tools for charter school leaders.

Institute for Quality Education: www.schoolchoiceindiana.com

Locally based non-profit organization focused on improving the quality of education for all Indiana students.

A copy of the Indiana Charter School Statute, which is a part of Senate Enrolled Act 165, can be found at www.ai.org/legislative/ic/code/title20/ar5.5/index.html