



ATHENIAN
eAcademy

Athenian eAcademy

A Utah Public Charter School

Matt Throckmorton

9/3/2013

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REQUIRED INFORMATION

I. Charter School Information			
1. Name of proposed charter school AthenianeAcademy			
2. Name of applicant Matt Throckmorton			
3. Authorized agent Matt Throckmorton			
4. Mailing address: 1772 West 950 South; Springville, Utah 84663			
5. Phone number (615) 339-3349		6. Email address mthrockmor@aol.com	
7. District(s) where proposed charter school is located Ogden School District Morgan County School District Box Elder County School District Provo City School District Nebo School District Millard County School District Juab County School District South Sanpete School District North Sanpete School District Sevier School District Duchesne County School District			
8. Form of organization (check) <input checked="" type="checkbox"/> Nonprofit Corporation <input type="checkbox"/> Tribal entity <input type="checkbox"/> Other			
9. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)			
Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
Matt Throckmorton	mthrockmor@aol.com	Business, nonprofit	Chairman
Stan Lockhart	stanlockhartutah@gmail.com	Business management,	Vice chairman

		government	
Holly Richardson	hollyonthehill@yahoo.com	Business, advocate, education	Secretary
Brett Nielsen	brettniels@yahoo.com	Business, finance	Treasurer
10. Date school will start Aug 2014		11. Number of instructional days 180	
12. Grades served K-12		13. Hours of instruction 990	
<p>14. Projected Enrollment (Complete growth model through the appropriate operational years):</p> <p>Operational Year 1: Total:650 Grade K: 70, Grades 1-6: 410, Grades 7-8: 85, Grades 9-12: 85</p> <p>Operational Year 2: Total:850 Grade K: 90, Grades 1-6: 540, Grades 7-8: 110, Grades 9-12: 110</p> <p>Operational Year 3: Total:1,050 Grade K: 110, Grades 1-6: 670, Grades 7-8: 135, Grades 9-12: 135</p> <p>Ultimate enrollment: Total:1,050 Grade K: 110, Grades 1-6: 670, Grades 7-8: 135, Grades 9-12: 135</p> <p>Does proposed grade configuration match resident district grade configuration?</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>			
15. Target percentage of students with an Individualized Education Plan 15%		16. Target percentage of students identified as minority 30%	
17. Target percentage of students qualifying for free or reduced lunch (i.e., economically disadvantaged) 50%		<p>18. Is this a conversion?</p> <p><input type="checkbox"/> Yes (include required signatures and proof of local Board approval in Section 17)</p> <p><input checked="" type="checkbox"/> No</p>	
<p>19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment I). N/A</p>			

Section 1—Executive Summary

Vision

Athenian eAcademy provides modern educational reform opportunities to rural communities, using a blend of modern technology, traditional structures, and family involvement.

Mission

Athenian eAcademy is dedicated to delivering a rigorous, standards-based education utilizing a unique, blended technology approach in rural areas where school choice is limited to the local school district or homeschooling through traditional methods or an online educational program. Athenian eAcademy is also trying to help improve education for students who are economically disadvantaged in urban areas. By cultivating a community of learning and academic excellence, Athenian eAcademy will bolster the number of underrepresented students who successfully complete advanced level secondary coursework and attain college degrees.

Executive Summary

In steadfast support of our students and families, Athenian eAcademy is founded upon and firmly committed to three core beliefs. These core beliefs underpin our design and the daily execution of our mission.

I. Every child deserves access to a rigorous, college preparatory education delivered by highly effective teachers.

II. A culture of accountability and high expectations develops learners and leaders.

III. Excellent schools are deeply and broadly tied to the communities they serve.

Athenian eAcademy aims to engage students' natural curiosity and creative talent as they develop the ability to problem solve, reason, invent, innovate, and hypothesize. These critical thinking skills are not exclusive to chosen subjects; they are indeed transferable and desirable performance objectives in all content areas.

Athenian eAcademy provides a college preparatory, *standards based* education with a *specialized focus* using a blended model of online and site instructional projects based approach. Our approach engages students in inquiry- and standards-based learning, balanced with direct instruction to ensure mastery of basic skills, particularly in literacy and mathematics. Our goal is to provide both remediation and highly effective instruction tailored to individual needs, while actively designing multiple entry points for students to engage their critical thinking skills.

In enacting a college preparatory, standards-based curriculum undergirded by a culture of personal responsibility and academic press, Athenian eAcademy aims to help eliminate the

achievement gaps that still exist in many rural communities and prepare students for success in college and life. The trajectory from academic achievement to educational attainment and job earnings remains heavily governed by students' race, ethnicity, and socioeconomic status. In the targeted areas, the percentage of the population living below the poverty line is about 20%. However, the percentage of adults holding college degrees ranges from 10-18%. While most of these areas have high school graduation rates in excess of 90%, students are not moving on to higher education. We seek to de-couple academic achievement from these student background characteristics by ensuring all Athenian eAcademy students (1) master basic skills in literacy and mathematics; (2) strengthen critical thinking skills by engaging in project and inquiry based learning; (3) rigorously prepare for, access, and complete advanced secondary coursework and college; and (4) engage and lead peers in responsible, self-directed living typified by honor, integrity, and generosity of spirit. Graduates of Athenian eAcademy will become persistent and steadfast problem solvers, active leaders in the community, and highly engaged and empathetic citizens.

Core Values of the Athenian eAcademy Community

In order to accomplish the Athenian eAcademy mission, we are committed to and focused on living the Athenian eAcademy community's core values. These core values are the foundation upon which our academic program and community-centered school model are based. We call this the Core Value Commitment, and we live by the following ethos: "REACH High. REACH Out. REACH SUCCESS. Go to College" By *reaching high*, we teach students to pursue excellence and remain steadfast in their pursuit of ambitious goals. By *reaching out*, we teach students to develop meaningful relationships and work to improve their communities. We believe that if students are taught and supported to REACH High and REACH Out, they will *reach success* in college, career, and life. We aim to build and sustain a strong and safe learning environment grounded in the following core values:

Respect: Appreciating the value of a person or an object through your words, actions and attitude – treating people appropriately with common courtesy.

Excellence: Seeking to expand your mind through ideas and experiences, and going beyond to achieve great results in academics and behavior.

Absolute Determination: Putting your best effort into everything you do, and pursuing challenging goals that help you grow.

Community: Building and sustaining meaningful relationships, and keeping the best interest of the community at heart by setting positive examples and doing what is right.

Honor: Being truthful, fair, and trustworthy in your words and actions, and possessing confidence and resolve to take risks and make right decisions in the face of pressure and adverse or unfamiliar circumstances.

All individuals in the Athenian eAcademy community ---including the Board of Directors, Chief Executive Officer, school leaders, faculty, staff, community partners, families, parents and students---will engage in a series of activities to learn, reflect upon, and enact Athenian eAcademy’s core values. All members of the school community will publicly sign the Athenian eAcademy Core Value Commitment and focus on living the community’s core values each day both within and outside of the school building.

Athenian eAcademy will utilize multiple school sites to enable the scale necessary to provide the operational and academic support needed to reach smaller, rural communities. A typical charter school is too large for the communities we intend to serve, though a small charter school of the size that would functionally fit within these rural communities would not reach operational viability due to inadequate size. There are two locations planned for the Wasatch Front that will enable the scale necessary to operationally and academically support school sites with much smaller student populations, but that will also serve the portion of the target population of students who are lagging in academic achievement and are economically disadvantaged. We will ‘blend’ various communities together to reach scale. The following areas have been selected as sites for Athenian eAcademy:

- Ogden City
- Provo
- Delta (Millard County)
- Fillmore (Millard County)
- Richfield (Sevier County)
- Gunnison/Salina (South Sanpete School District)
- Manti corridor—Ephriam/Manti/Moroni/Mt Pleasant (North and South Sanpete Districts)
- Nephi/Levan (Juab County)
- Roosevelt/Duchesne (Duchesne County)
- Morgan (Morgan County)
- Tremonton (Box Elder County)

The hubs of Ogden and Provo will enroll 150 students at each site, and other sites will house approximately 40 students for the first year.

We will also provide a blended environment between home based online instruction and a more traditional classroom environment. Students will be required to do some online instruction, but will be given a great advantage through the support of traditional classroom instruction. Students will be required to attend at least two (2), three-hour blocks of time per week. These scheduled times will be utilized for all assessments, mentoring, informal assessments, small group instruction and project based learning. Students who are struggling or have been identified for remediation and greater engagement will be scheduled additional classroom time, with up to five (5), three-hour blocks per week scheduled.

In addition, Athenian eAcademy will strive to recreate the more traditional, ‘one-room’ classroom approach familiar to many older Utahans. We have developed a model that will be implemented that will serve students K-6, Monday through Thursday from 8:00 AM to 12:30 PM. These students will be exposed to both traditional classroom instruction and all of the known benefits. Instruction will flow between online material and classroom instruction, supported by online instruction at home as well as small computer lab work on each school site.

Our model will also serve 7-12 students very well. The key to our blended model is a mix of both online live instruction, online analytical software as well as critical spent with in a classroom with a teacher. The blended model and calendar will enable our older students to schedule at least two, three-hour blocks in the afternoon as well as Fridays for one-on-one mentoring and remediation, as well as small group instruction, projects and assessments. Blended instruction requires critical time spent in the classroom with a teacher.

The curriculum Athenian eAcademy uses is a mix of both online instruction and classes with a teacher, as well as heavy exposure to analytical software. The benefit of this mixed approach will enable small group instruction and time with the teacher as well as the benefits of the immediate feedback provided by analytical software.

Athenian eAcademy is dedicated to ensuring all students receive a rigorous, college preparatory education, and our commitment does not end at the Athenian eAcademy door. We view our work as one way to expand capacity for academic growth in general, and blended initiatives in particular. Therefore, we will seek opportunities to share Athenian eAcademy practices and strategies with other schools (traditional and charter) and the state at-large. Further, Athenian eAcademy is committed to learning from the best practices implemented throughout the country, piloting and adopting those practices that align with the Athenian eAcademy mission and academic model. We recognize the needs of small rural districts to scale up reform and sustain excellence, and Athenian eAcademy shares this important goal, remaining committed to all of our students. Moreover, Athenian eAcademy will further bolster its capacity to bring choice and innovation to all students through our high school college preparatory-focused curriculum.

Matt has worked tirelessly in the education reform community of both Utah and Tennessee, with a focus on charter schools. He began his work supporting strong policies that would incentivize the creation of many charter schools, to include supporting many of Utah’s early charter schools such as Lincoln Academy, Reagan Academy, American Leadership Academy and others. In 2007 he accepted the responsibilities in Tennessee with the Tennessee Charter Schools Association, where he continued this work with a shift in focus to serving inner-city populations with significant achievement gaps. This work has exposed Matt to an entirely new way of utilizing education reform tools in the charter school framework.

Athenian eAcademy is the result of these two charter school worlds with a new challenge of developing an operational model that will successful serve rural communities. Athenian

eAcademy is a collaborative project that will bring together ideas and influences from both Utah and Tennessee to resolve the challenge of creating a truly replicable rural charter school model. Athenian eAcademy will also utilize tools that have so effectively established strong school culture models within the urban education arena. Another opportunity to utilize charter schools as laboratories of learning.

As the mission and vision of the school developed, Matt sought out community members who support innovation in education and acknowledge the importance of closing the achievement gap for underserved populations. Currently, the other members of the Board are Stan Lockhart, Holly Richardson, and Brett Nielsen.

Stan Lockhart serves as the Vice Chair of the Board, and brings a strong sense of community throughout the great state of Utah. He has worked with all levels of government in support of both community and education initiatives. His ability to identify key stakeholders and community leaders will be invaluable as we reach deep into the experience of each community. His focus on technology and STEM related activities will be a great asset as the technology needs of Athenian eAcademy will be paramount to success.

Holly Richardson has worked with many non-traditional communities through Utah, including the large home school community. Her ability to help guide, direct and introduce our team to key players, communities, and ideas will help us better work with and establish long lasting relationships within communities.

Brett Nielsen serves as the Board Treasurer. The focus of his contribution will be the careful monitoring of fiscal responsibility, viability and health of the organization. His understanding of budgets and sound fiscal procedures are of great benefit to Athenian eAcademy. His energy will be a great asset in finding key partners within communities and throughout the state. We will seek strong support from key stakeholders and recognize Brett's abilities in this area.

Section 2—New and Creative

Athenian eAcademy fits the criteria for this proposal as described in Utah Code 53A-1a-501.9 in two ways. The first is in meeting the unique learning styles and needs of students, the second is in employing new and creative methods of instruction. The model is taking charter schools to rural areas and is targeting a larger percentage of at risk students than most charter schools in Utah.

Unique Learning Styles and Needs of Students:

The curriculums and teaching methods utilized at Athenian eAcademy are especially beneficial to students who struggle academically. These are students who do not usually qualify for special education services, but who tend to lag behind in academic achievement. The online curriculum resources of Athenian eAcademy also address the needs of high academic achievers, particularly in grades 7-12, as it provides students with more extensive and diverse course offerings,

including all Advanced Placement classes; something small school districts are unable to provide.

Athenian eAcademy uses a variety of curriculums to create differentiated learning plans for each student. The base of all curriculum is Compass Learning. This online curriculum provides differentiated instruction for individual students in a cyclical fashion. The program begins with an assessment, which creates a learning profile. Personalized learning plans are generated through the profile which contain interactive and engaging lessons and assignments for the student. Student performance is measured in real time, which allows immediate adjustment to lesson plans to make sure students are understanding concepts. Additionally, Athenian eAcademy uses supplementary curriculum for reading and math, particularly for students who are struggling with a particular concept or who are lagging behind.

New and Creative Methods:

Athenian eAcademy is using a blended model, where students spend some time on site receiving instruction from qualified and competent teachers, and some instructional time at home using online curriculum. By using this approach, the school is able to keep facility costs at a minimum, making the model viable by having multiple sites that share administration, expertise, and resources. While the blended approach is not new to Utah, placing satellite locations in rural areas is. Currently, students residing in rural areas are underserved in the area of school choice; they can attend the local district school, participate in an exclusively online charter school, or parents can choose to independently home school their children. By utilizing a blended method, which has been used in urban areas, Athenian eAcademy is able to bring a new school choice option to rural parts of Utah.

In a small school environment, there is the benefit of giving more attention to the students (due to intentionally reduced enrollment) where focus on instruction, among many other school objectives, can be extended and resilience cultivated. With students spending shorter amounts of time in smaller groups at the various sites these results are more likely. There are also added benefits for the staff that spillover to the students: increased philosophical coherence, greater collective/public accountability, shared leadership and heightened teacher collaboration. While improving professional communities is an important goal in and of itself, an equally important motivation is that strong professional communities have been found to positively affect student achievement. Data on small school effects have revealed that the faculties of small schools not only seek to combine academic rigor with personalized student attention, but often regard academic press as a form of student care¹.

¹Holland, N.E. (2002). "Small Schools Making Big Changes: The Importance of Professional Communities in School Reform." Consortium on Chicago School Research, University of Chicago, Chicago, IL.

Section 3—Rationale

There are three general types of learning; visual, auditory, and kinesthetic. In a traditional classroom, the teacher is responsible for teaching the entire class, but does not have the resources or structural setup to teach each child based on his or her unique needs. This practice leads to the “one size fits all (or at least most)” approach to teaching. While this works for many students, students who are primarily kinesthetic learners tend to struggle more than their peers who tend to learn primarily through visual or auditory means. A study conducted by St. John’s University in New York found that when students are allowed to learn in their preferred method achievement gains are greater than when they are required to learn through another type². Athenian eAcademy believes every student should have the opportunity to reach their full learning potential, and helping them learn in the mode best for them is a key element.

Athenian eAcademy uses a variety of curriculums to create differentiated learning plans for each student. This plan allows teachers to tailor curriculum to the needs of each student. While there is a strong online component to Athenian eAcademy’s program of instruction, the flexible learning time at the school allows the teacher to provide opportunities for students to more fully understand a concept through varied teaching methods and techniques. The base of all curriculum is Compass Learning. This online curriculum provides differentiated instruction for individual students in a cyclical fashion. The program begins with an assessment, which creates a learning profile. Personalized learning plans are generated through the profile which contain interactive and engaging lessons and assignments for the student. Student performance is measured in real time, which allows immediate adjustment to lesson plans to make sure students are understanding concepts. Additionally, Athenian eAcademy uses supplementary curriculum for reading and math, particularly for students who are struggling with a particular concept or who are lagging behind.

Reading: Athenian eAcademy’s supplementary reading curriculum is Scientific Learning’s Fast ForWord. All of Scientific Learning’s products are based on teaching by strengthening foundational learning pathways in the brain. Cognitive skills of memory, attention, processing, and sequencing can all be developed while also teaching reading and language using the Fast ForWord approach. This computer based model assesses students to determine their current ability levels, then creates differentiated learning modules based on age and ability that are adapted with each click of the mouse. The Academic Dean is responsible to ensure that all Utah core standards are taught through aligning the curriculum with state standards. The program also generates reports graphing individual growth, showing teachers areas of concern for individual students so they can work directly with the student on the difficult concepts. The Nevada State Department of Education reviewed twenty four widely used educational reading programs. The

²Dunn, R., Giannitti, MC., Murray, J.B., Rossi, I., Geisert, G., Quinn, P. Grouping students for instruction: effects of learning style on achievement and attitudes. *Journal of Social Psychology*. 1990 Aug; 130(4):485-94.

Scientific Learning Fast ForWord program was deemed the most effective program for developing reading skills in students³. The following graph illustrates the strong growth of students using Fast ForWord in comparison with other programs.

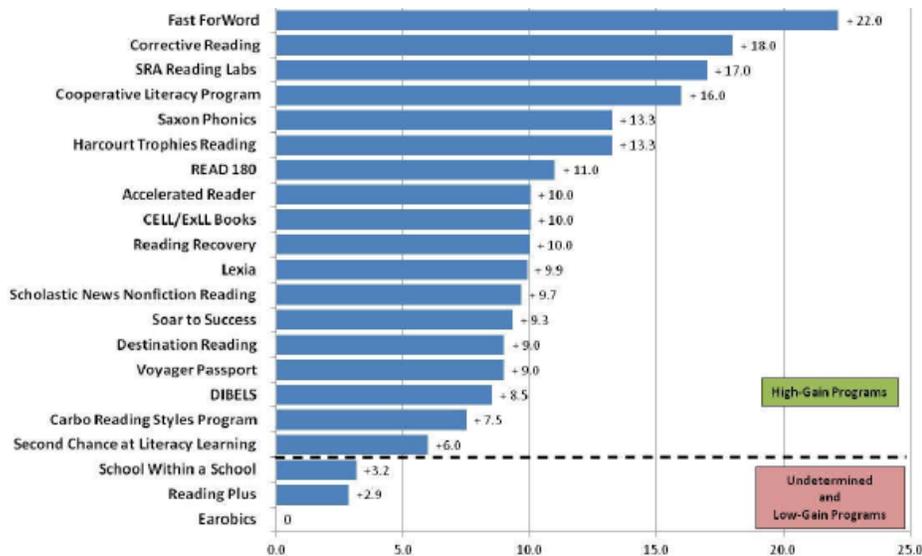


Figure 1--Mean Student Achievement Gain of Nevada Students Based on Curriculum Taught

Math: Athenian eAcademy uses Mind Research’s ST Math Program for kindergarten through Algebra I. The Academic Dean is responsible to ensure that all Utah core standards are taught through aligning the curriculum with state standards. This is a non-language based approach to teaching math visually online. In the state of California, twenty five percent of students are categorized as English Language Learners. Another fifteen percent are classified with some type of language processing difficulty. Additionally, another twenty percent of students fail language comprehension tests. Traditional math instruction is very language based, and therefore difficult for many students to learn given their struggles with language. The University of California at Irvine put the ST Math program into 106 schools in Orange County where the rate of growth in math scores tripled in just one year⁴. This result was replicated in 2010 in Chicago, Houston, Las Vegas, and Silicon Valley⁵. A student sees an image and then has to select the correct answer. An example of a lesson can be found here: <http://www.mindresearch.net/media/edu/demoFolder/demo/games/JiJiCycle/jjicycycle.html>.

³Nevada Department of Education Fast Forward is a “High Gain Program” in Educator Briefing, July 2010

⁴Kibrick, M., Rutherford, T., Richland, L., Conley, A., Long, J., Tran, N., Antenore, F., Daniels, A., Coulson, A., Schneider, S., Duran, L., Martinez, M. *The Effects of ST Math on Standardized Test Scores: A Randomized Field Study*. University of California, Irvine MIND Research Institute, Orange County Department of Education, 2009.

⁵Rutherford, T., Kibrick, M., Burchinal, M., Richland, L., Conley, A., Osborne, K., Schneider, S., Duran, L., Coulson, A., Antenore, F., Daniels, A., Martinez, M. *Spatial Temporal Mathematics at Scale: An Innovative and Fully Developed Paradigm to Boost Math Achievement Among All Learners*. American Educational Research Association, 2010.

The use of blended curriculum is growing, as is the evidence that it works⁶. Benefits to blended learning include the following: students arrive to class better prepared to learn, they write more effectively, earn higher scores on exams, create higher quality projects, engage in deeper and more meaningful discussions of course content, demonstrate a better understanding and deeper exploration of concepts, and succeed at an equal or higher level than their peers in traditional classroom settings. While there are a few blended learning programs happening along the Wasatch Front, there are not any in the rural parts of Utah, where parents have fewer educational options to start with. Athenian eAcademy is going to change this, using two hubs along the Wasatch Front (Provo and Ogden) as anchors and having smaller sites in rural locations throughout the state.

⁶Aycock, A., Garnham, C., &Kaleta, R. (March 20, 2002). Lessons learned from the hybrid course project. *Teaching with Technology Today*, 8(6), 1-6.

Bauer, W. (July/August 2001). Enriching the traditional music classroom through Internet-based technologies. *The Technology Source*. Retrieved November 15, 2004 from http://technologysource.org/article/enriching_the_traditional_music_classroom_through_internetbased_technologies/

Benbunan-Fich, R., &Hiltz, S. R. (March 1999). Educational applications of CMCS: Solving case studies through asynchronous learning networks. *Journal of Computer-Mediated Communication*, 4(3). Retrieved February 16, 2005, from <http://www.ascusc.org/jcmc/vol4/issue3/benbunan-fich.html>

Cameron, B. (September/October 2003). The effectiveness of simulation in a hybrid and online networking course. *TechTrends*, 47(5), 18-21. Retrieved April 27, 2005, from Wilson Web database.

Dziuban, C.; Hartman, J.; Juge, F.; Moskal, P.; &Sorg, S. (2005). Blended learning: Online learning enters the mainstream. In Bonk, C. J., & C. R. Graham, (Eds.), *Handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer Publishing.

Dziuban, C. D., Hartman, J. L., &Moskal, P. D. (March 30, 2004). Blended learning. *Educause Center for Applied Research*, 2004(7). Retrieved November 15, 2004, from <http://www.educause.edu/ir/library/pdf/ERB0407.pdf>

Dziuban, C., Hartman, J., Moskal, P., Sorg, S., & Truman, B. (2004). Three ALN modalities: An institutional perspective. In J. Bourne & J. C. Moore (Eds.), *Elements of Quality Online Education: Into the Mainstream* (pp. 127-148). Needham, MA: Sloan Center for Online Education.

Garnham, C., &Kaleta, R. (March 20, 2002). Introduction to hybrid courses. *Teaching with Technology Today*, 8(6). Retrieved November 15, 2004, from <http://www.uwsa.edu/ttt/articles/garnham.htm>

King, K. P. (2002). Identifying success in online teacher education and professional development. [Electronic version]. *Internet and Higher Education*, 5 (2002), 231-246.

McCray, G. E. (2000). The hybrid course: Merging on-line instruction and the traditional classroom. *Information Technology and Management*, 1, 307-327.

Murphy, P. (December 2002-January 2003). The hybrid strategy: Blending face-to-face with virtual instruction to improve large lecture courses. *UC TLtC News & Events*. Retrieved November 15, 2004, from <http://www.ucltfc.org/news/2002/12/feature.php>

O'Toole, J. M., & Absalom, D. J. (October 2003). The impact of blended learning on student outcomes: Is there room on the horse for two? *Journal of Educational Media*, 28 (2-3), 179-190. Retrieved May 14, 2005, EBSCO Host database.

Sands, P. (2002.) Inside outside, upside downside: Strategies for connecting online and face-to-face instruction in hybrid courses. *Teaching with Technology Today*, 8(6).

Spilka, R. (March 20, 2002). Approximately "real world" learning with the hybrid model. *Teaching with Technology Today*, 8 (6). Retrieved November 15, 2004, from <http://www.uwsa.edu/ttt/articles/spilka.htm>

Section 4—Student Population

Research through conversations with local and national charter school leaders has reinforced the importance of building a strong school culture of learning, excellence, and respect. This information, combined with research on small school environments and human development (with particular focus on risk, resilience, and protective factors) were used to develop a framework for building a strong school culture within a safe, small school environment. The effects of school size are greatest on the most academically disadvantaged youth – specifically African American and Latino students and students from low socioeconomic backgrounds⁷. In an extensive literature review, Gladden⁸ revealed that in comparison to students who attended large schools, students labeled “at-risk” who attended small schools were more likely to have positive academic experiences in terms of fewer course failures, greater accumulation of course credits, higher standardized test scores, and higher levels of educational attainment. According to the US Census Bureau (2010), the percentage of adults who hold college degrees in the targeted locations of Athenian eAcademy range from 12-20%, a strong indicator that historically students have not gone on to pursue or complete education after graduating from high school. Given that the population is not shrinking in these areas it is not likely that large numbers of students are leaving for post-secondary education, graduating, and then not returning to their communities.

Athenian eAcademy is targeting instruction to students who are struggling academically and/or are economically disadvantaged (with a target enrollment goal for this subgroup of fifty percent) and can benefit from the tailored curriculum and small instructional group sizes, particularly in the rural areas of the state. The Ogden and Provo School Districts have a high percentage of students qualifying for free or reduced lunch, as illustrated below. All areas Athenian eAcademy intends to locate in have a higher than average percentage of students qualifying for free or reduced lunch, with the exception of Morgan and Duchesne Counties, which are both rural locations.

⁷Fine, M. (1994). “Challenging Urban School Reform.” In M. Fine (ed.) *Chartering Urban School Reform*. New York: Teachers College Press.

⁸Gladden, R.M. (1998). The Small School Movement: A Review of the Literature. In M. Fine and L. Sommerville (eds.), *Small Schools, Big Imaginations: A Creative Look at Urban Public Schools*. Chicago: Cross City.

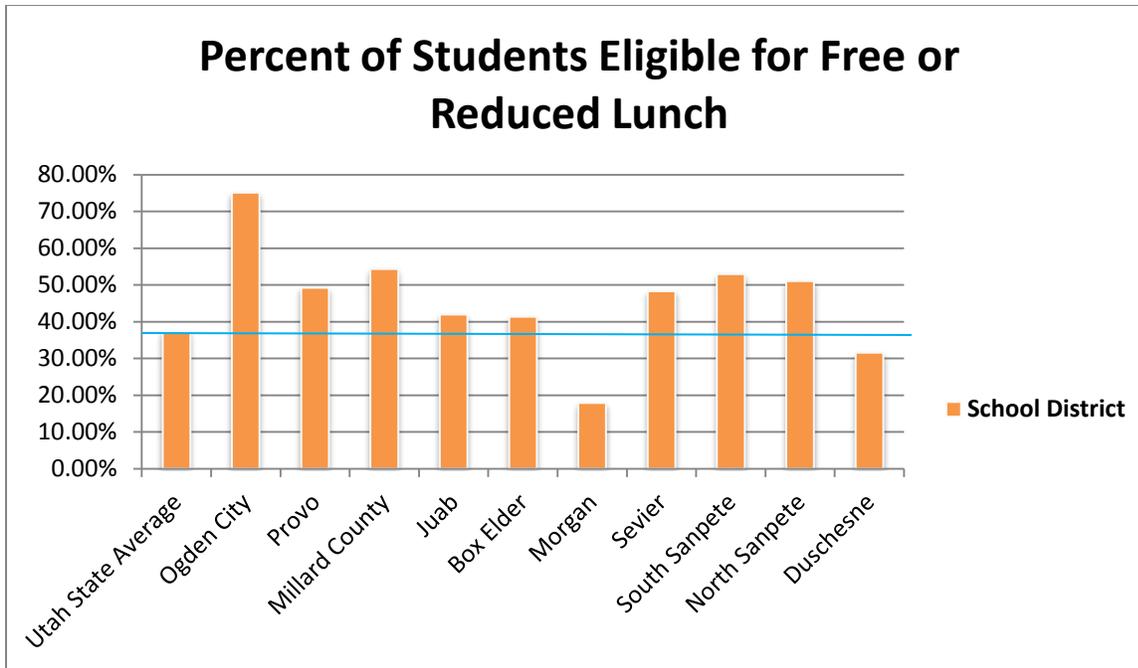


Figure 2—Data taken from USOE Child Nutrition Program report <http://schools.utah.gov/data/Educational-Data/Child-Nutrition-Programs-Data.aspx>

Section 5—Market Analysis

Location

The various site locations for Athenian eAcademy have been selected based on the following criteria:

Free or Reduced Lunch: The percentage of students eligible for free or reduced lunch was considered, as this is the best indicator available for identifying students who are economically disadvantaged, especially for the urban locations of Ogden and Provo (see figure 2 in Section 4). Morgan is an exception, but was selected solely for a public school choice option because there is high parent interest and it is located in a rural area.

Rural Location: Rural locations where school choice is limited to a traditional district school, exclusive online programs, or traditional homeschooling are the inspiration behind Athenian eAcademy. Athenian eAcademy is requesting 650 seats for its first operational year. It is anticipated that 300 seats (150 each for Ogden and Provo) will be located in the urban area. The balance of the seats (350) will be for the rural locations. Athenian eAcademy will add an additional 200 students each year in operational years two and three, with a final enrollment of 1,050 students. Growth in years two and three is for rural sites (increasing size at existing rural sites and/or adding additional sites).

Community Interest: AthenianeAcademy has conducted public interest surveys in each area to determine if there is a desire for the school. Presently, there is an active group of parents at each

site who are already recruiting students and are engaged in building relationships with local leaders. The limited availability of Advanced Placement classes in rural areas makes Athenian eAcademy particularly appealing to high school students in these areas, as the online curriculum utilized by Athenian eAcademy makes all Advanced Placement classes available to students (see Figure 3 below).

Collaboration: Willingness on the part of the local school districts and local organizations that work with at-risk student populations to work collaboratively with Athenian eAcademy to help recruit students and share physical space was a determining factor for site location. In Provo, Athenian eAcademy has been working to develop a collaborative relationship with the Boys and Girls Club. Their facility is not used during the day, and is hospitable to the conditions needed to run the academic program of the school. They have agreed to lease space to the school and this facility would not require any modifications to meet a class E occupancy. Because the Boys and Girls Club serves students who are economically disadvantaged it is a great place to recruit the target population of the school. Ogden is also home to a Boys and Girls Club, and it is anticipated that a similar agreement can be reached with them. Board Chair Matt Throckmorton has met with district superintendents in the rural site locations, and has had an overall positive response. The superintendents of Millard, Juab, and Nebo School Districts all expressed an interest in the school and agreed to consider leasing space to Athenian eAcademy. The school will continue to work on building collaborative relationships in all site locations.

Market Context and Trends

While there is not significant growth in any of the target areas except for Duchesne, the fact that public school choice is limited and the site enrollments in the rural areas are small Athenian eAcademy is confident it can achieve maximum enrollment. As the need for a college education increases, so does the preparation required to be ready for success in college. Athenian eAcademy gives students the skills and knowledge they will need, and a head start if they choose to participate in Advanced Placement classes.

Competitive Advantage

Advanced Placement: Advanced Placement courses offer students the ability to take college level courses while in high school and earn college credit if they are able to pass an end-of-year test administered by the College Board. The rigorous college preparatory curriculum offered at Athenian eAcademy prepares younger students to successfully participate in these classes and the online curriculum component allows a much greater offering of Advanced Placement classes than the local schools. There are 34 Advanced Placement tests available, and Athenian eAcademy will offer all 34 to students. Currently, the high schools in the site locations offer zero to ten classes on site, and while students have the option of taking some online through the state's online education program, there is no direct support from the school for students. During 2012 there were 33,017 Advanced Placement tests taken in the state of Utah. Only 5.8% of those

tests were taken by students of Hispanic ethnicity, while 13% of the state population is Hispanic. Athenian eAcademy has placed one of its hubs in the Ogden area, where the Hispanic population is over 30%, and will work to recruit these students and close the achievement gap (Figure 3). Sadly, the passing rate for Hispanic students is also lower than for that of the general population (Figure 4).

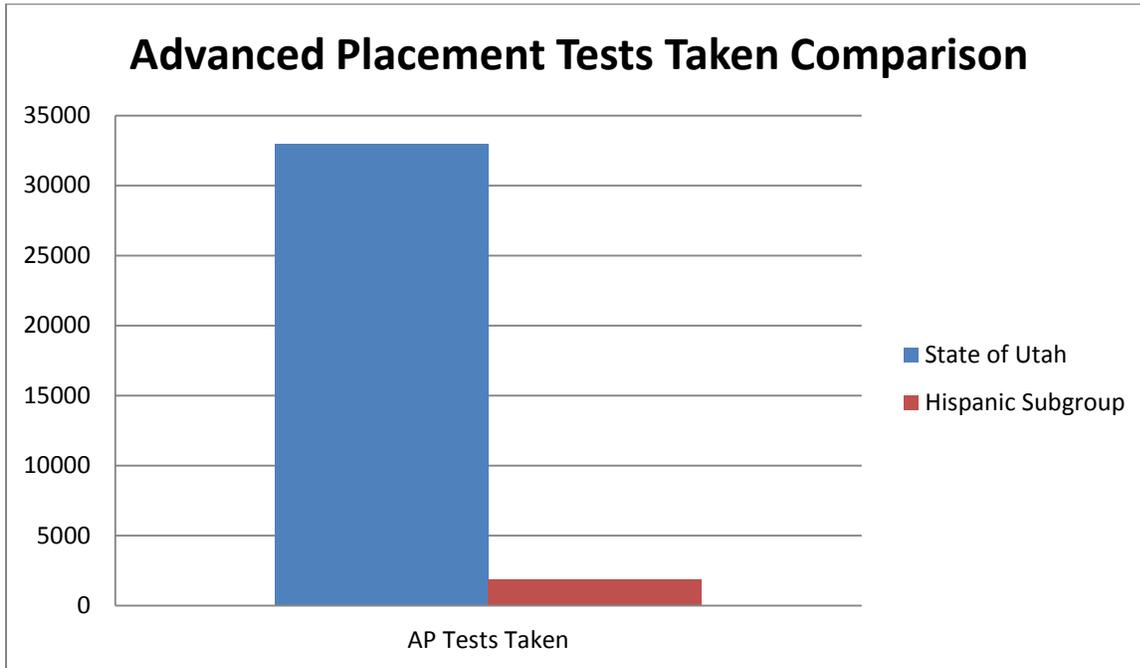


Figure 3--AP Participation Data, See USOE AP Summary 2012, <http://schools.utah.gov/data/Educational-Data/Assessments-Student-Achievement.aspx>

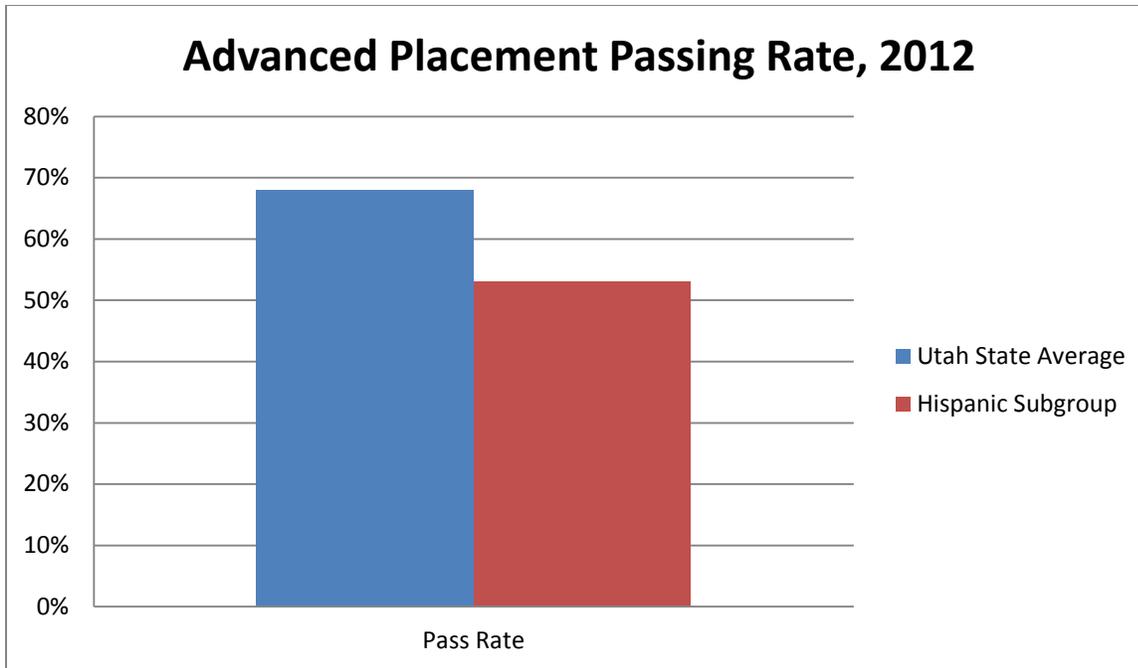


Figure 4--AP Participation Data, See USOE AP Summary 2012, <http://schools.utah.gov/data/Educational-Data/Assessments-Student-Achievement.aspx>

Outreach

Athenian eAcademy intends to employ an aggressive recruitment/marketing campaign to ensure that we attract a sufficient pool of applicants to meet our enrollment projections. Due to the rural nature of the communities it is much easier to disseminate information about the school. Athenian eAcademy will actively recruit students through outreach services in the community with a focus on social media and electronic messaging. These may include:

- Public open houses and community meetings at a variety of locations and times.
- Outreach through social media such as Facebook.
- Distribution of promotional materials in public libraries, community centers, grocery stores, farmers markets, and community gathering events.
- Public Service announcements on local radio and TV
- Press releases
- Advertising in local publications
- Canvassing neighborhoods with flyers

Section 6—General Financial Plan

Financial Practices

Athenian eAcademy will have in place robust financial procedures that comply with all Utah State purchasing and finance laws and rules. The school’s board will adopt financial policies consistent with UCA 63G-6a and with Rule 277-113. Strong procedures and internal controls will accompany these policies to ensure that the school’s control environment protects the public money entrusted to the school for the education of its students.

Athenian eAcademy has drafted finance policies based on the state-published best practices and model policies and has drafted procedures based those of schools with clean audited financial statements that will be in place as the school begins operation. These sound fiscal policies and practices include the establishment of an audit committee of the Board to ensure that the environment the board established is reviewed for compliance by a certified outside party of the board’s choosing, and that the board is aware of all potential shortcomings, deficiencies, and any other areas of improvement.

The board’s policies include rules and oversight in the following areas:

- Asset Protection
- Audit and the audit committee
- Insurance and bonding
- Bank accounts, investments and credit cards
- Methods of accounting
- Reporting
- Budgeting
- Fundraising
- Cash receipts and expenditures
- Depreciation schedules
- Procurement and purchasing, including emergency purchases
- Payroll and benefits
- Travel
- The use of Education Service Providers

Successful Opening

Getting things in place: Athenian eAcademy has already accomplished many of the tasks and projects that a successful charter applicant needs to complete prior to opening—including the establishment of finance policies and a secure control environment as detailed above, marketing and research activities to build a solid base of student enrollment, the recruitment of key experts that will serve as the school’s leadership staff, the establishment of key relationships that can

help find and provide business, IT, website, and other administrative services, and financial resources for the startup phase before state funding is available.

Marketing: The school has completed a marketing analysis of all areas where it may open a campus in the first school year. The school has budgeted \$10,000 for marketing expenses in its startup year, which will be used to publicize the school's opening in each location. Methods of publicity include direct mail, signage and billboards, townhall meetings, community events, incentive programs for enrollment referrals, and other strategies that the school may undertake as circumstances warrant.

Recruitment and Hiring: In the startup year, Athenian eAcademy will employ, using funding through private sources (see Startup Funding section below) people in the following positions:

- An Executive Director, who will oversee all hiring, recruitment, and program implementation
- An Administrative Assistant who will work under the Director and process all enrollment and manage student records

The Executive Director will then hire the Academic Director and together they will hire the remainder of the faculty and staff, which will be in place as school begins in the fall. Positions include:

- 24 Teachers, including one in Special Education
- 16 Paraprofessionals who provide supplementary instruction to special populations
- A guidance counselor
- A Dean of Students to oversee supplementary student programs, student behavior management and discipline, and outreach activities to enrolled and potential students
- Two additional secretarial staff, including a registrar
- Maintenance and janitorial staff commensurate with the acquired facility

The budget for salaries and benefits for the above is \$1.871 million, or 50 percent of anticipated revenue.

Business and Information Services: In addition to the above faculty and staff employed directly by the school, AeA will contract for Information Technology Support and business management services through outside providers. Following the school's procurement policies and state law, the school will release a Request for Proposals to qualified entities and will select the firm(s) that provide the best value and meet the school's needs. AeA has already been in contact with the owners of multiple firms to discuss the schools needs and budgets.

The school's budget for business and IT services in the startup year is a small \$10,000, as we have found that most ESPs in Utah are willing to provide startup services with delayed compensation until schools like AeA receive state funding and begin actual operation. By

attending the required training meetings, AeA has already agreed with some providers to provide free consultation services that they typically offer new applicants as part of their overall business strategy. Budgets increase to over \$100,000 in operational years.

Student and Administrative Services: The school will also contract for Special Education services in Speech Therapy and Occupational and Physical Therapy, as needed. Administrative services, except for Business Services outlined above, will be provided by the school's employees as detailed in the Recruitment and Hiring section.

Startup funding

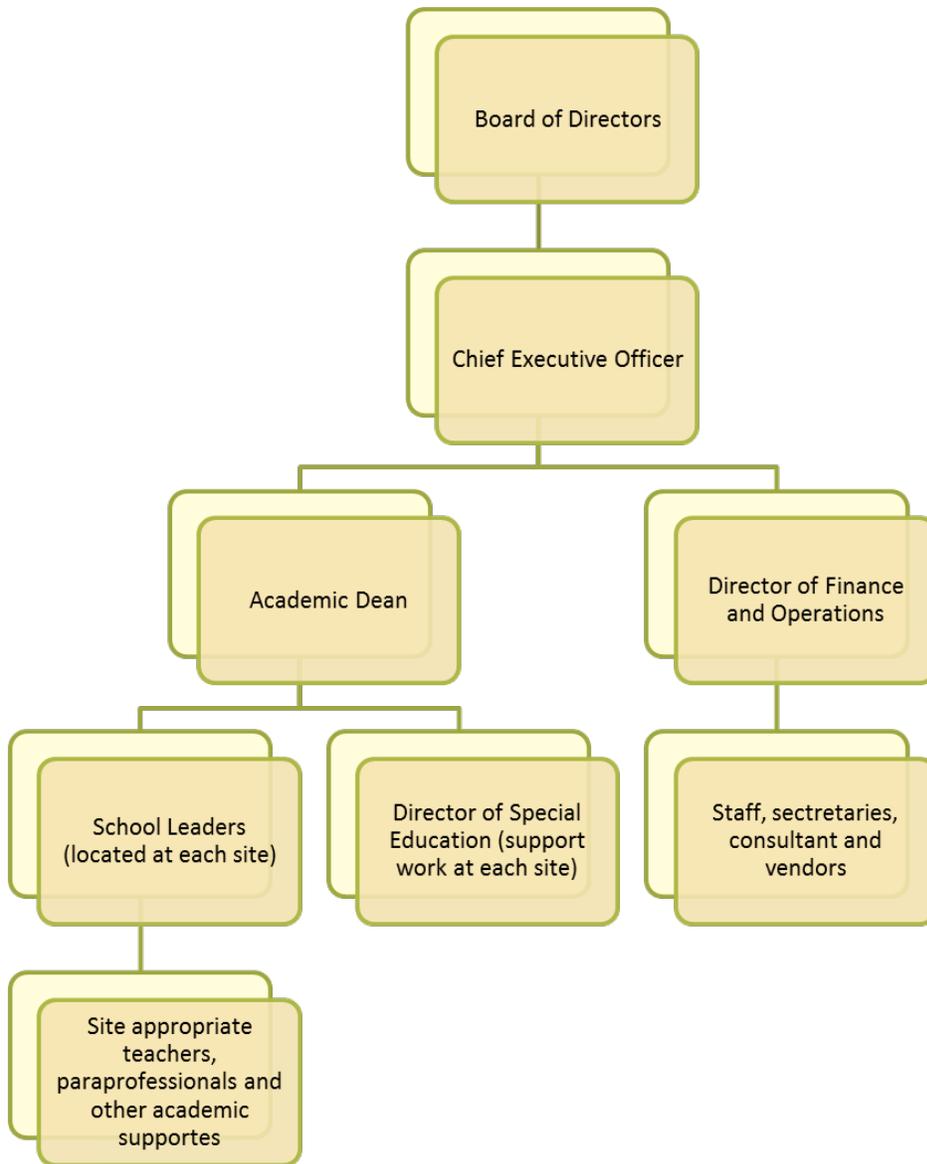
Athenian eAcademy has secured a potential line of credit with a firm out of California that specializes in assisting charter schools manage cash flow prior to receiving state funding. AeA will borrow up to \$140,000 from this firm in lieu of a state startup loan during its startup year. This funding will be used to execute the hiring, marketing, and implementation strategies described above. Funding will then be repaid using state funding when it becomes available, which may not be until July of 2013.

The school will also join the Utah Association of Public Charter Schools in a partnership to seek additional legislative funding, as this application is in a response to a legislative initiative for specific school proposals. If that funding becomes available, the school will need and will therefore require less funding from the private lender.

In any case, the school already has in place the funding necessary to execute its opening plan without regular state funding.

Section 7—Organizational Structure and Governing Body

Athenian eAcademy is governed by a Board of Directors, and the school's administration is overseen by the Chief Executive Officer. The Academic Dean oversees school leaders and the special education director. This person is also responsible for making sure all curriculum is aligned with the state core and is implemented properly. The school leader at each location oversees the teachers and instructional staff. The Director of Finance and Operations oversees non-instructional staff and coordinates work with consultants and vendors as necessary.



Athenian eAcademy will be governed by a strong and committed Board of Directors. Individuals with expertise in the following areas will comprise the Board: Finance, Legal, Education, and Board Leadership/Governance. Members of the Founding Board were invited to serve based on their clarity of mission and vision to improve public schools, professional skills and expertise, demonstrated community leadership, and willingness to invest and dedicate themselves to launching and sustaining a high-performing public charter school. These individuals have contributed to and supported this charter application, school design, and community engagement initiatives.

To ensure its operational quality and long-term success, the Board of Directors will form committees that maximize Board expertise in the oversight of school operations. Committees will be formed with at least two Board members assigned, with the possibility of the

Boardutilizing expertise from an external source (i.e. community, parent, local business executive) as a temporary committee member. This exception would require a majority vote by the entire Board of Directors. Standard committees to be formed upon Charter approval are a Finance, Governance, and Development Committee. Duties of each standard committee include but are not limited to the following:

Finance Committee: Fiscal (Income, Balance Sheet, and Cash Flow) Oversight, Review of monthly reconciliation, Budget Review, Organization of annual audit with Board approved third-party CPA, Expenditure approvals/audits, financial best practices, support/aid/direct the Chief Executive Officer concerning financial management.

Governance Committee: Organizational Capacity (HR), Recruitment, Retention, Evaluations of Board and Leadership positions, Policy Changes, Self-review (Board), Orientation of new Board Members, New Committee Generation, Succession Planning.

Development Committee: External Relationships, Marketing, Public Relations, Funding, Research, Technology (internal use of) best practices.

Academic Accountability Committee: Benchmarking comparisons of school performance; Academic program audit; Curricula development resource and strategic planning; best practices in monitoring academic quality in charter schools Further separate committees (temporary or standard) can and will be formed out of necessity, to be determined by the Board of Directors, presented by the Governance Committee.

The most important resource the school has to impact student learning is the teachers and administrators that provide instruction and ensure a quality program. Athenian eAcademy's Board will ensure that properly licensed, endorsed, and highly qualified teachers and paraprofessionals will be hired and developed at the school. Priority will be given to employees who demonstrate an understanding of and dedication to Athenian eAcademy's unique mission. This section will outline the school's hiring process, internal HR record keeping standards, essential responsibilities for each key position, and procedures for evaluating and terminating employees.

Appendix A: Budget Form

Budget Summary		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Total Revenues	\$140,000	\$3,928,484
Total Budgeted Expenditures (items A through H)	\$114,500	\$3,569,570
A. Salaries (100) and Benefits (200)	\$96,000	\$1,871,118
B. Purchased Professional and Technical Services (300)	\$0	\$195,200
C. Purchased Property Services (400)	\$0	\$784,792
D. Other Purchased Services (500)	\$14,000	\$61,000
E. Travel (580)	\$0	\$17,500
F. Supplies and Materials (600)	\$2,500	\$235,010
G. Property (includes equipment and computer hardware) (700)	\$2,000	\$254,250
H. Debt Service and Miscellaneous (800)	\$0	\$150,700
Revenues - Budgeted Expenditures	\$25,500	\$358,914
Percent of Revenue Budgeted	18%	9%

School Name: Athenian eAcademy		
Part II Budget Detail		
List all expected sources of revenue and the expected amount. Indicate if the revenue source is local, state, federal, private, grants, or other. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Revenue Detail		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description	\$140,000	\$3,928,484
Private Charter School startup loan	\$140,000	
Donations	\$0	\$12,500
Student Fees		\$0
Fundraising Activities and Partnerships		\$20,000
State Revolving Charter School Loan		\$220,000
State Charter School startup grant		\$110,000
State K-12 Funding		\$1,645,907
State Special Education Funding		\$180,535
State Special Population Funding (At-Risk; Accelerated Learning;		\$27,307
State Charter School Local Replacement and Administrative Funding		\$1,102,917
Other State Funding (Educator Salary Adjustment, Concurrent Enrollment, Library, Supplies)		\$497,318
Federal Special Education Funding		\$62,000
Federal At-Risk Funding		\$40,000
Federal Teacher Training Funding		\$10,000

Salaries (100) and Benefits (200)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Title and number of employees during planning period and 1st operational year	\$96,000	\$1,871,118
One School Director	\$40,000	\$90,000
One Academic Director		\$60,000
One Dean of Students		\$45,000
One to three school administrative assistant	\$16,000	\$90,000
One Counselor		\$40,000
One Building Officer	\$40,000	
23 General Education Teachers		\$872,000
One Special Education Teacher		\$40,000
16 Teachers' Aides		\$169,085
One Maintenance Manager		\$32,000
Part-time custodial staff		\$43,200
Payroll Tax		\$116,950
Retirement		\$77,967
Medical/Dental/Vision		\$175,425
Unemployment and Workers' Compensation		\$19,492

School Name: Athenian eAcademy		
Part II Budget Detail		
<p>This will include any purchased services, from individuals or companies with specialized skills, knowledge and services, such as any service provider, accountants, architects, auditors, and consultants. Included in the amount is also any associated expenses paid to the service provider, etc. such as travel, per-diem, and miscellaneous items.</p> <p>The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.</p>		
Purchased Professional and Technical Services (300)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description (include name or type of company and service provided)	\$0	\$195,200
Substitute Teachers		\$20,000
Business and Finance Services		\$67,000
Special Education Services		\$45,000
Legal Services		\$5,000
Information Technology Services		\$25,000
Auditing Services		\$8,200
Professional Development		\$25,000

School Name: Athenian eAcademy		
Part II Budget Detail		
Amounts paid for services, rendered by organizations or personnel not on payroll of the school, to operate, repair, maintain, insure and rent property owned and/or used by the governing board or school. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Purchased Property Services (400)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description (include name or type of company and service provided)	\$0	\$784,792
Facility Lease	\$0	\$728,992
Facility Maintenance and Services		\$11,000
Security Expense		\$2,400
Storage		\$2,400
Building Officer		\$40,000

School Name: Athenian eAcademy		
Part II Budget Detail		
Amounts paid for services rendered by organizations or personnel not on payroll of the school, and other than Professional and Technical Services (300), or Purchased Property Services (400). The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Other Purchased Services (500)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description (include name or type of company and service provided)	\$14,000	\$61,000
Liability and Property Insurance		\$21,000
Telephone and Internet	\$4,000	\$25,000
Advertising	\$10,000	\$15,000

School Name: Athenian eAcademy		
Part II Budget Detail		
Expenditures for transportation, meals, hotel, and other expenses associated with staff (on payroll) and governing board travel for the school. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Travel (580)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description	\$0	\$17,500
Field Trips		\$10,000
Staff Travel		\$7,500

Part II Budget Detail		
Amounts paid for items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software). The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Supplies and Materials (600)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014-June 30, 2015)
Description (include item and quantity)	\$2,500	\$235,010
Classroom Supplies		\$16,260
Office Supplies	\$2,500	\$13,000
Janitorial Supplies		\$69,500
Curriculum and Textbooks		\$117,000
Library Books and Supplies		\$16,250
Special Education Supplies and Curriculum		\$3,000

School Name: Athenian eAcademy		
Part II Budget Detail		
Expenditures for the acquisition of fixed assets, including expenditures for land or existing buildings and improvements of grounds; initial equipment; additional equipment; and replacement of equipment. (i.e., machinery, school buses, furniture & fixtures, audiovisual equipment, non-bus vehicles, computer equipment (hardware)). The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Property (700)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description (include item and quantity)	\$2,000.00	\$254,250.00
Classroom Furniture and Fixtures		\$92,000.00
Administration Furniture and Fixtures	\$2,000.00	\$16,000.00
Classroom Computers		\$121,250.00
Faculty Computers		\$10,000.00
Network Equipment		\$15,000.00

School Name: Athenian eAcademy		
Part II Budget Detail		
Expenditures for goods and services not otherwise classified above, such as interest, amortization of bond issuance and other debt-related costs, and professional membership dues. The total is populated for you in the grey cells. Do <u>not</u> delete the formula. If you need extra lines, insert them as needed, but ensure the formula includes any added cells.		
Debt Service and Miscellaneous (800)		
	Planning Period (through June 30, 2014)	1st Operational Year (July 1, 2014- June 30, 2015)
Description	\$0	\$150,700
Dues and Fees		\$6,500
Interest and Principal on Loans		\$144,200

Appendix B: Governing Board Background Sheets

BACKGROUND INFORMATION SHEET

Provide the following information on each founder, governing body member, and any individuals responsible for the day-to-day operation of the school who have already been identified. Complete this form, do not include a resume. This page may be copied as many times as necessary.*

Name Matt Throckmorton

Role with school Chair

Expertise Business, nonprofit

Statement of Intent:

I am strongly supportive of this concept and look forward to the work of bringing charter school choice to rural Utah. I have long been a supporter of charter schools, both within Utah and Tennessee. Over the years I have assisted or directly lead the opening of many charter schools in both states, which directly leads to my support of Athenian eAcademy. Rural communities have unique challenges that have lead to few educational options for students who may not be ideally served. I have spent several years developing this operational model and look forward to making this option available in rural Utah.

Not-for-Profit History:

I have assisted in the opening of many non-profit charter schools in Utah and Tennessee. Names provided upon request.

I currently serve as Executive Director with the Tennessee Charter Schools Association, a non-profit with an operating budget of approximately \$950,000 a year and thirteen full and part-time employees. This includes a board of directors, filing 990s and overseeing an annual audit. In this capacity I have also provided over fifty board trainings to other non-profit organizations that act as sponsors of charter schools.

Employment History:

Tennessee Charter Schools Association, 2007 to present

Self-employed, charter school consultant, 2003 to 2004

Utah Legislature, 1999 to 2003

Self-employed flooring contractor, 1993 to 2003

Education History:

Brigham Young University – BA, Political Science - 2005

Name Stan Lockhart

Role with school Vice Chair

Expertise Business management, government

Statement of Intent:

I have long been a strong support of choice in education, which includes charter schools. My daughter Hannah graduated from UCAS, which gave me a tremendous view of the successes and challenges of a high performing charter school. I am committed to making this a strong charter school that serves the targeted students and look forward to the opportunities we will provide many families going forward.

Not-for-Profit History:

Utah Taxpayers Association Board of Directors from 2003 to present
Utah Technology Council Board of Trustees from 2001 to 2011
Utah Valley Chamber of Commerce, 2007 to 2010
Utah Manufacturers Association, 1998 to 2011

Employment History:

Government Affairs Manage, IM Flash Technologies and Micron Technology, 1997 to Present
Interact with all levels of government to ensure a business friendly Utah. Responsible to get legislation passed, obtain funding and secure needed infrastructure. Engage with the media and business community.

Education History:

Brigham Young University – Bachelor of Science Business Management, Spanish - 1987

Name Holly Richardson

Role with school Secretary

Expertise Business, advocacy, parental engagement, education

Statement of Intent:

Each child is unique and special. Each deserves an education that will maximize learning in the most appropriate ways. This charter school will reach children in underserved areas and increase their learning opportunities. I look forward to the innovation and opportunity this charter school will offer! I bring a broad and varied background to the board, including experience in the public and private sectors, experience within the education world and experience with children with special needs. I am excited to serve.

Not-for-Profit History:

State Records Committee, 2012 to present

Pleasant Grove Beautification Committee, 2007 – 2010

Governor’s Council for People with Disabilities, 2001 - 2004

Employment History:

Cherished Moments maternity Care, 2005-2012

Licensed Direct Entry Midwife Board, 2005 – 2011

Midwives College of Utah, 1998 - Present

Education History:

Brigham Young University – Associate of Science, Nursing 1984

Midwives’ College of Utah, Bachelor of Science in Midwifery, 1999

Name Brett Nielsen

Role with school Treasurer

Expertise Finance, fund raising,

Statement of Intent:

My involvement in the charter school program and charter school development is something fairly easy for me to identify. Firstly, I am a parent of three children, all of whom will be passing through the elementary portion of their education in the next few years and their proper education during that time of their lives is of primal importance to me. My ability to choose how this education is administered is important to me also.

Secondly, as a UVU instructor and someone involved heavily in public policy for years, I bring insight and experience that can represent authoritatively the need for school choice and what the education system currently provides. My experience in political and business finance as well as grassroots and corporate organization also brings insight that will be important for the success of our program.

Finally, I feel we can achieve valuable choice options for parents of students all around our state, in both rural and urban areas. By doing so we can hold to our values that every parent (and child) should have a choice in how our children are being educated in Utah. Our ability to bring charter program awareness and opportunity will depend on obtaining the strongest and most passionate leadership Utah can provide and by constructing a solid program through political, financial and organizational success.

Not-for-Profit History:

I have worked with various non-profits to include AIPAC, American Israeli Public Affairs Committee as well, as various non-profit political organizations.

Employment History:

November 2008 to March 2009, Group 4 Securicor

August 2009 to January 2012, Security Metrics

August 2010 to April 2012, Utah Valley University, Adjunct Instructor of History and Political Science

February 2012 to November 2012, Deputy to National Finance Co-chair, Mitt Romney for President

Education History:

BA, Political Science from Utah Valley University, 2008

MA, International Relations from Kings College, University of London, 2010