Terms to Know

11/25/2024

Applicant	The entity submitting the application.
Authorizer	Active authorizers in Arizona are the Arizona State Board for Charter Schools as defined in ARS § 15-182 and Arizona State University Educational Outreach and Student Services which conforms to ARS § 15-183.
AZCSP Subgrant Application	An application submitted to Arizona Department of Education Charter Schools Program to obtain a start-up grant funded by the US Department of Education. Schools which receive the award are referred to as subrecipients or non-federal entities.
Capacity Interview	A standardized interview conducted to gauge the applicant's actual or potential ability to perform.
Charter Entity	The entity is the corporate entity that holds the charter. The charter entity is NOT the school site where the educational program takes place. A corporate entity in Arizona may be one of the following: Non-Profit, For-Profit, Partnership, Sole Proprietor, Tribal Entity, and Government Entity. All corporate entities must be registered with the Arizona Corporation Commission. **For-Profit entities are ineligible to receive federal funds.**
Charter School	The school is the physical school site where the educational program takes place.
Classroom Teacher	A classroom teacher; a subject area teacher for multiple classrooms.
EDGAR	An acronym for Education Department General Administrative Regulations. These regulations guide federal grants in education.
Expansion aka Significant Expansion	The substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas. Schools must demonstrate that they have confirmed space available to accommodate the increase.
Equalization Funds	State supported payments based on the school's enrollment count. The term Equalization Assistance is the same as Maintenance and Operation (M & O); the terms are interchangeable.
Formalized Process	An organized method or process that is made known to appropriate stakeholder groups and is consistently implemented throughout the organization.

Independent Benchmark Assessment	An assessment that demonstrates a comparison of student understanding or performance against a set of uniform standards within the same school year.
LEA Authorized Representative	The primary grant contact person. Only person who can approve Funding Applications and Funding Revisions.
LEA Business Representative	Authorized to submit Reimbursement Requests.
Locally Developed Assessment	A local assessment consists of a formal set of assessment approaches and tools developed or selected by school(s) to meet their own needs. It is distinct from assessments developed by an individual classroom teacher for his or her own purpose. Reliability and validity of the assessment must be included in the description.
M & O Funds/Equalization Funds	Maintenance and Operation Funds; state supported payments based on the school's enrollment count. The term M & O Funds is the same as Equalization Funds; the terms are interchangeable.
New Charter Application	An application submitted to an authorizing agency to obtain a charter contract between the charter holder and the authorizer to operate a school.
Project Year	A maximum 12-month period in which a charter entity carries out the project described in its budget application. AZCSP Project Year starts February 1 and ends January 31 of the following year. It is administered in Grants Management Enterprise (GME).
Replication	A charter holder may be eligible to expand using the replication process based on the academic, financial, and operational performance of the charter holder, its Associated Schools, and Associated Charters. The replication process is open to any charter holder that meets the eligibility criteria of Academic Performance, Financial Performance, Operational Performance, and Compliance set forth by the authorizer.
School Leader	An administrative leadership position; e.g. a school principal, curriculum/instructional leader, a lead teacher responsible for supervising a team of teachers.
Sponsor	The terms "sponsor" and "authorizer" are one and the same. The terms may be used interchangeably.
Sufficient Evidence	Quantitative data which support an achievement claim.
Uniform Guidance	2 CFR 200 et. al. and White House Office of Management and Budget guidance for federal education grants.

Logic Model Components Definitions

A logic model is a visual depiction of causal chain of reasoning. The proposed project's logic model is how a grantee will go about "promoting the strategy for creating a high-quality charter school" through the proposed project implementation. Thus, a logic model is the project's road map. It depicts the project's underlying operational mechanism.

Logic model components include inputs, activities, outputs, and outcomes. Lines and arrows signify linkages or relationships among components and should depict the project's theory of action. What follows is a set of the logic model components definitions.

INPUTS: *What we invest*

What goes into the program: resources and contributions that are invested. Inputs include such elements as staff, money, time, equipment, partnerships, and the research base.

ACTIVITIES: *What we do and who we reach*

OUTPUTS: *Products, services, and events that are intended to lead to the project's (program's) outcomes*

Outputs include such elements as workshops, conferences, counseling, products produced, and the individuals, clients, groups, families, and organizations targeted to be reached by the activities.

OUTCOMES:

What results: the value or changes for individuals, families, groups, agencies, businesses, communities, and/or systems. Outcomes include short-term benefits such as changes in awareness, knowledge, skills, attitudes, opinions, and intent. Outcomes include medium-term benefits, such as changes in behaviors, decision-making and actions. Outcomes include long-term benefits (often called impact), such as changes in student performance.

ASSUMPTIONS:
The beliefs we have about: the program, the people involved, and how we think the program will work. Assumptions include our ideas about the problem or situation; the way the program will operate; what the program expects to achieve; how the participants learn and behave, their motivations, etc.; the resources and staff; the external environment; the knowledge base; and the internal environment. Faulty assumptions are often the reason for poor results.

EXTERNAL FACTORS:

Aspects external to the program that influence the way the program operates and are influenced by the program. Dynamic systems interactions include the cultural milieu, biophysical environment, economic structure, housing patterns, demographic makeup, family circumstances, values, political environment, background and experiences of participants, media, policies and priorities, etc. Elements that effect the program over which there is little control.

MEASURE:

Either quantitative or qualitative information that expresses the phenomenon under study. In the past, the term measure or measurement carried a quantitative implication of precision and, in the field of education, was synonymous with testing and instrumentation. Today, the term measure is used broadly to include both quantitative and qualitative information.

[1] *Taylor-Powell, E., & Henert, E. (2008) Developing a logic model: Teaching and training guide. Madison, WI: University of Wisconsin Extension, Cooperative Extension, Program Development and Evaluation.* *http://www.uwex.edu/ces/pdande*