

200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD

November 22, 2013

The Honorable Martin O'Malley State House 100 State Circle Annapolis, Maryland 21401

The Honorable Thomas V. Mike Miller H-107 State House 100 State Circle Annapolis, Maryland 21401

The Honorable Michael E. Busch H-101 State House 100 State Circle Annapolis, Maryland 21401

RE: Charter School Study (MSAR# 9821)

Dear Governor O'Malley, President Miller, and Speaker Busch:

Senate Bill 194 entitled Charter Schools-Study to Recommend Improvements to the Maryland Public Charter School Program was passed signed by the Governor during the 2012 Legislative Session. This legislation requires the Maryland State Department of Education (MSDE) to conduct a study and provide recommendations to the Governor and the General Assembly regarding improvements to the Maryland Public Charter School Program by November 1, 2014. A second requirement is the submittal of a status report on the progress of the required study. This correspondence serves as the required status report outlining the steps that have already been taken and future projected action steps.

It became evident that the study would include conducting surveys, research, and interviews of the various stakeholders. Because of the expertise required and in order for the study to be done objectively and without the perception of bias it was determined that an independent research team should be employed. The Schaefer Center for Public Policy was consulted and subsequently submitted a project proposal. For your review, the Center's proposal is attached. As you will see, the fourteen elements required by the law will be accomplished when the Center is finished with their work and a report will be readied for submission.

Governor O'Malley, President Miller, and Speaker Busch November 22, 2013 Page 2

The Department is now in receipt of a price proposal and a project timeline from the Schaefer Center and exploring possible resources within MSDE to fund the completion of the study. A memorandum of understanding between MSDE and the University of Baltimore is being finalized.

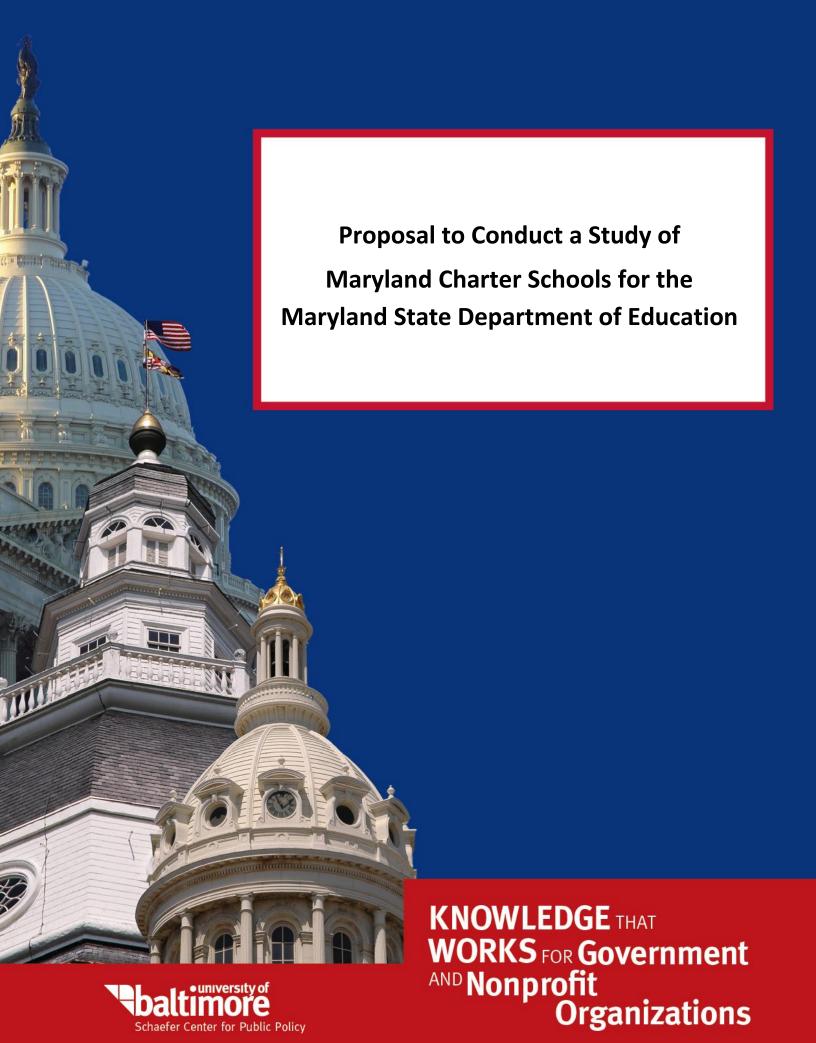
Progress has been made in identifying the stakeholder groups and individuals who will be invited to be surveyed and/or interviewed by the Schaefer Center and to whom we will turn to assist in the crafting of the final report. (stakeholder list attached) Should you have questions or need additional information please contact Renee Spence at (410) 767-0469 or by email at rspence@msde.state.md.us. or Maria Lamb at (410) 767-0286 or by email at mlamb@msde.state.md.us.

Sincerely,

Lielian M. Lowery, Ed.D.

State Superintendent of Schools

Attachments



Proposal to Conduct a Study of Maryland Charter Schools for the Maryland State Department of Education

Submitted to:

Renee Spence

Deputy Administrator
Maryland State Department of Education
200 West Baltimore Street
Baltimore, MD 21201-2595
RSpence@msde.state.md.us

Submitted by:

Dr. Ann Cotten

Director

Schaefer Center for Public Policy

College of Public Affairs

University of Baltimore

1420 N. Charles Street

LAP 518

Baltimore, MD 21201

410.837.6188

acotten@ubalt.edu

Proposal SC-14-005 October 1, 2013

Brit 2. Cuch

10/2/13

Approved by Margarita S. Cardona Date Director, Sponsored Research & Faculty Development



CONTENTS

Introduction	2
Research Plan	2
STAGE 1: COLLECTION OF BACKGROUND DATA	2
STAGE 2: UPDATE OF PRIOR ANALYSIS AND INTERVIEW GUIDE DEVELOPMENT	4
STAGE 3: CONDUCT INTERVIEWS AND SURVEYS WITH SCHOOL LEADERSHP AND TEACHE	RS4
STAGE 4: CONDUCT INTERVIEWS WITH SCHOOL BOARD, MSDE, AND STATE REPRESENTA	ATIVES4
STAGE 5: PREPARE DRAFT REPORT OF FINDINGS	5
STAGE 6: FACILITATE REVIEW OF DRAFT REPORT WITH STAKEHOLDERS	5
STAGE 7: PREPARATION AND PRESENTATION OF THE FINAL REPORT	5
Detailed Approach for Addressing Issues Identified by the General Assembly	5
Discussion About How Specific Issues Will Be Analyzed	10
Issue 1: Charter School Expenditures	10
Issue 2: Per Pupil Funding Charter vs. Public Schools	10
Issue 3: Per Pupil Funding by School Type and Public/Charter Status	11
Issue 4: Federal Grant Programs	11
Issue 5: Maryland Charter School Performance	11
Issue 6: Chart School Outcomes	12
Issue 7: Extracurricular Opportunities - Charter vs. Public Schools	12
Issue 8: Charter School Teacher Satisfaction	12
Issue 9: Student Demographics and Enrollment Data Charter vs. Public Schools	12
Issue 10: Parental Satisfaction Charter vs. Public Schools	13
Issue 11: Best Practices Integration Charter vs. Public Schools	13
Issue 12: Chart School Financial Issues	13
Issue 13: Charter School Alternatives	13
Issue 14: State Policy Impact on Charter Schools	14
Issue 15: Charter School Recommendations from Interested Parties	14
Timeline	14
Price Proposal	15
Budget Justification	16
Qualifications of Research Team	17
About the Schaefer Center for Public Policy	19

Proposal to Conduct a Study of Charter Schools for the Maryland State Department of Education

INTRODUCTION

The Schaefer Center for Public Policy of the University of Baltimore proposes to assist the Maryland State Department of Education (MSDE) in studying issues identified by the Maryland legislature in Senate Bill 194 (Chapter 451) and identifying recommendations from the analysis. The Center has assembled a team of researchers with diverse skills from among the faculty and staff of the University of Baltimore. This team will systematically explore and report the research relevant to the issues the Legislature has identified and, where necessary, supplement that research with case studies, interviews, facilitated discussion groups, analysis of public documents including MSDE records, a survey of teachers in both charter and non-charter public schools, and statistical analysis of existing data.

The Center will also identify and explore potential recommendations in these issue areas. Past recommendations made by groups such as the Maryland Charter School Task Force will be included in the identification process. Other recommendations will be identified during interviews, facilitated discussion groups, and while conducting a literature review of relevant research from Maryland and from other states. The identified recommendations will be accompanied by a review of some of the potential benefits, costs, and risks associated with each.

Illustration 1 on the following page provides a high level overview of the Schaefer Center's proposed seven stage research plan. The research plan is discussed in depth in the pages that follow.

RESEARCH PLAN

STAGE 1: COLLECTION OF BACKGROUND DATA

The Center's team will conduct literature reviews to ascertain preliminary estimates of expenditures related to opening and operating a high quality charter school (to facilitate the study of issue area 1); to find potential causes of success and failure of charter schools (to facilitate the study of issue area 6); to identify best practices and ways that best practices have been integrated into charter schools in other states (to facilitate the study of issue area 11); and to identify issues raised in other states related to contract schools, transformation schools and other modes similar to charter schools (to facilitate the study of issue area 13).

The Center's team will conduct case studies of three high performing charter schools that have begun operating in the past five years (to facilitate the study of issue areas 1 and 6). The team will also conduct brief case studies of two charter schools that have failed (to facilitate the study of issue area 6).

The research team will meet with interested stakeholders including at least one representative from the American Federation of Teachers, the Maryland State Education Association, the Maryland Association of Boards of Education, charter school operators, parents of public school students, and charter school advocates. At this first meeting the research team will gather recommendations and ascertain each stakeholder's perspectives on the issues the Legislature has identified (to facilitate the concerns the Legislature specifies in issue area 15).

Illustration 1: Overview of Research Plan

Stage 1

Stage 2

Stage 3

Stage 4

Stage 5

Stage 6

Stage 7

• COLLECT BACKGROUND DATA

- •Literature review; review of publically available data and documents
- Case studies of 3 high performing Maryland charter schools
- Interviews with key stakeholders
 - •Identification of data that can be updated

•UPDATE OF PRIOR ANALYSIS AND INTERVIEW GUIDE DEVELOPMENT

- Update of analysis conducted by ICF Macro where feasible
- Development of teacher satisfaction survey
- Development of structured interview guide for interviews with charter school leaders

•CONDUCT INTERVIEWS AND SURVEYS WITH SCHOOL LEADERSHIP AND TEACHERS

- Conduct interviews with leaders from Maryland's 47 charter schools
- •Conduct teacher satisfaction survey with 400 randomly selected teachers 200 from charter schools and 200 from non-charter public schools

• CONDUCT INTERVIEWS WITH SCHOOL BOARD, MSDE, AND STATE REPRESENTATIVES

- Conduct interviews with representatives of local boards of education and MSDE
- •Conduct interviews with other state of Maryland representatives as required

•PREPARE DRAFT REPORT OF FINDINGS

Preparation of draft report of findings

•FACILITATE REVIEW OF DRAFT REPORT WITH STAKEHOLDERS

- Meeting with stakeholders to review draft report of findings and to solicit their feedback
- Prepare summary of stakeholder feedback for inclusion in the final report

• PREPARE AND PRESENT FINAL REPORT

- Preparation of final report
- Presentation of findings to representatives of the General Assembly as needed.

SC-14-005

The research team will gather relevant public documents and records. The research team will gather documents related to the amount of per pupil funding disaggregated by major category and by grade band (to facilitate the study of issue areas 2 and 3). The research team will gather documents related to the official policies of local jurisdictions (to facilitate the study of issue area 14). Publicly available records will also be gathered on the use of contract schools, transformation schools, and other modes similar to charter schools (to facilitate the study of issue area 13). Records from MSDE and from the local departments of education will be examined to help ascertain teacher retention rates and (if available) teacher satisfaction measures (to facilitate the study of issue area 8). The United States Department of Education (USDOE) publications and website will be examined to determine the state's schools' eligibility for federal start up grants to determine if there are other opportunities that may be available. Where Maryland has applied for grants but has been denied, the Center's team will, to the extent feasible, examine MSDE and USDOE records to determine and report any reason for denials related to state policy or state law (to facilitate the study of issue area 4).

The research team will help MSDE identify the data that was used by ICF Macro and examine the records to see if that data can be updated and reanalyzed (to facilitate the study of issue areas 5, 10, and 11). It is expected that data on student enrollment will be available through the local departments of education or through MSDE. This data will also provide the foundation on which to base calculations of retention rates. When MSDE or the local departments provide this data, the research team will develop and report a set of measures of retention rates which will include the number of students enrolled in the same school two years after entry (to facilitate the study of issue areas 9).

STAGE 2: UPDATE OF PRIOR ANALYSIS AND INTERVIEW GUIDE DEVELOPMENT

The research team will extend the analysis made by ICF Macro where it is feasible and cost efficient to do so (to facilitate the study of issue areas 5, 10, and 11). Using the information gathered in Stage 1, the Center research team will develop a teacher satisfaction survey (to facilitate the study of issue area 8).

The Center will use the information gathered from the literature reviews and from the first round of consultation with interested stakeholders to inform the creation of the structured interview questions to be used when interviewing leaders of charter schools (to facilitate the study of issue areas 1, 2, 3, 6, 7, 8, 11, 12, 13, and 14).

STAGE 3: CONDUCT INTERVIEWS AND SURVEYS WITH SCHOOL LEADERSHP AND TEACHERS

The Center will interview key leaders from all 47 existing charter schools in the state and from the key leaders of the 8 or more schools that plan to open in the near future (to facilitate the study of issue areas 1, 2, 3, 6, 7, 8, 11, 12, 13, and 14).

The teacher satisfaction survey will be a stratified random internet survey with telephone follow-up for those teachers who do not respond to the internet questionnaire. The survey will gather information from at least 200 charter school teachers and 200 non-charter public school teachers. The interview instrument will be based on instruments used by others in gathering satisfaction data and will be developed in consultation with MSDE (to facilitate the study of issue area 8).

STAGE 4: CONDUCT INTERVIEWS WITH SCHOOL BOARD, MSDE, AND STATE REPRESENTATIVES

Using the information gathered in the interviews of leaders of charter schools, an interview guide will be designed for interviews with local department of education officials in jurisdictions with charter schools and with officials in

a selected group of jurisdictions without charter schools (to facilitate the study of issue area 8, 9, 11, 12, 13, and 14). Interviews with MSDE officials and other state officials may be required as well (to facilitate the study of issue area 12, for example).

STAGE 5: PREPARE DRAFT REPORT OF FINDINGS

From the analysis conducted in Stages 1-4, the Center research team will prepare a draft report of findings. The report will be in a final report format and will be considered a draft until feedback is received from the stakeholders.

STAGE 6: FACILITATE REVIEW OF DRAFT REPORT WITH STAKEHOLDERS

The draft report of findings will be presented to interested stakeholders (including those indicated by the Legislature). These stakeholders will be asked to give their opinions of the strengths and weaknesses of the recommendations gathered during the earlier stages.

A report of the collected recommendations and of the weaknesses and strengths noted by the commentators will be presented to MSDE by the Center.

STAGE 7: PREPARATION AND PRESENTATION OF THE FINAL REPORT

After soliciting feedback on the draft report from interested stakeholders, the Center research team will prepare a final report of findings. The report will be presented to the Maryland General Assembly as needed.

DETAILED APPROACH FOR ADDRESSING ISSUES IDENTIFIED BY THE GENERAL ASSEMBLY

This section of the proposal discusses how each of the 15 research topics identified by the Maryland General Assembly will be addressed. Table 1 provides a summary of the data that will be used to address each issue area. Following Table 1 is a detailed discussion of how each issue will be analyzed.

Table 1: Data Elements and Sources by Issue Identified in the Legislation					
Issue From Legislation Data Source of Data					
Charter school opening and operating expenses	 Expenditures necessary to open and operate a charter school. Estimates of necessary expenditures related to physical facilities, human capital, and building organization capacity. Funding sources. 	 Case studies of three high performing charter schools opened within the past five years. Research literature. 			
2. Per Pupil Funding	Per-pupil costs, specifically calculated by disaggregating funding to define allocations while accounting for different interpretations of the funding formula across districts.	 Public source documents and interviews. Interviews of key officials and advocates who hold differing interpretations will be compared. Interviews of charter school leaders, MSDE records, and jurisdiction officials to interpret funding date. 			
3. How the per pupil funding provided at elementary, middle, and high school levels in charter schools in each county exceeds, equals, or is less than the per pupil funding amount available to traditional public schools.	Per pupil funding at elementary, middle, and high school levels in charter schools compared to traditional public schools.	Simultaneous study with issue area 2 with the same sources.			
Maryland's options to access federal charter school program grants.	 Summary of grants and sub-granted funds received by the state related to charter schools over the last five years. Schools that have received federal funds without state intervention will be included. Grant applications that have been denied will be examined and the reasons for denial reported. 	 The United States Department of Education publications and website. MSDE records. State policies and laws related to grant denials. 			

Issue From Legislation	Data	Source of Data
5. Academic, financial and other performance of charter schools in Maryland.	Comparisons of charter schools and public schools in the areas of academic performance, parental satisfaction, attendance rates, and adequate yearly progress will be reported.	 Data collected by ICF Macro for MSDE (including test results from the Maryland School Assessment). School system reports. Financial performance will be investigated using methods from issue area 2 to estimate per-pupil costs. The Baltimore Climate Survey.
6. Primary causes of charter school successes and failures.	Causes of successes and failures of charter schools will be reported.	 The three charter schools referenced in issue area 1 will be canvassed. Interviews with leaders of high performing schools. Two failed charter schools will be identified and studied. Interviews with those knowledgeable about the causes of the failures. A national literature review for comparison.
7. Availability of extracurricular and experience-based learning opportunities of charter schools.	 A summary of responses from all Maryland charter schools will be reported to include funding, staffing activities, volunteer staffing and community fundraising related to extracurricular and experienced-based learning opportunities. A comparison between charter schools in Maryland and non-charter schools will be included. 	Interviews in conjunction with issue area 2.
8. Teach satisfaction, retention at charter schools.	Teacher satisfaction and retention information will be compared to public information about non-charter schools.	 Local departments of education. If necessary, a survey will be conducted gathering information from at least 200 charter school teachers and 200 non-charter public school teachers.

Issue From Legislation	Data	Source of Data
9. Student enrollment and retention data and trends at charter schools, including a disaggregation of enrollment and retention by categories of English Language Learners, services for students with disabilities, race, ethnicity and free and reduced price meal status, compared to traditional public schools in each county.	A set of measures of retention rates will be reported including the number of students enrolled in the same school two years after entry.	Local departments of education or MSDE.
10. Parent satisfaction at charter schools.	Parental satisfaction at charter schools will be compared with parents at selected comparison schools.	The ICF Macro based on Baltimore City's climate survey will be updated where new data is available.
11. Ways to integrate best practices between charter schools and non-charter schools operating within a local jurisdiction.	A report of best practices and efforts by school leaders to integrate them will be made.	 The ICF Macro will be updated from information gathered from interviews with charter school leaders. A literature review will be conducted to determine best practice questions.
12. Issues related to costs, availability, potential liabilities of outstanding capital debt, and financing of facilities, including risks to charter sponsors and local school systems.	This report will include the ways in which these issues have affected particular institutions.	 Case studies of charter school start-ups and failures. Interviews with leaders of charter schools. Interviews with experts in school financing. Data and opinions from relevant state leaders and MSDE officials. Perspectives of local education department officials. Relevant data from advocacy groups such as SPSOC.

Issue From Legislation	Data	Source of Data
The use of contract schools, transformation schools and other modes similar to charter schools.	This report will include information about the use of these schools, as well as opinions regarding their use.	 Public records including MSDE Annual Reports. Interviews with local education officials. Interviews with Baltimore City officials and charter school leaders. Literature review.
14. The current state of local policies and practices that impact the sustainability of charter schools in the State.	 Information will include practices in different jurisdictions and comments on the way these policies and practices impact the sustainability of charter schools in the State. 	 Official policy documents. Interviews with local officials in each jurisdiction. Interviews with charter school leaders and other interested stakeholders.
15. Documented consultation and cooperation with interested stakeholders including at least one representative from the American Federation of Teachers, the Maryland State Education Association, the Maryland Association of Boards of Education, charter school operators, parents of public school students, and charter school advocates.	Documentation of interviews and discussions will be reported to include policy recommendations and the barriers and advantages associated with the policy recommendations made by others.	At least two interviews with representatives from each organization either individually or in a facilitated group discussion environment.

DISCUSSION ABOUT HOW SPECIFIC ISSUES WILL BE ANALYZED

Issue 1: Charter School Expenditures

Issue Description: The expenditures related to opening and operating a high quality charter school.

Three high performing charter schools that have begun operating in the last five years will be identified. For each of these three charter schools a case study of the expenditures necessary to open and operate the schools will be conducted. Site visits will be made. The case studies will focus especially on estimates of the necessary expenditures related to physical facilities, human capital, and building organization capacity. The sources of funds for these expenditures will be identified.

The members of the current staff who deal with expenditures will be interviewed. Those who dealt with the expenditures during the opening of the school will be identified and interviewed. Their experiences will be compared with the experiences of officials from other states reported in the research literature.

This combination of case studies and exploration of the research literature will generate estimates of the expenditures related to opening and operating a high quality charter school. These estimates will be used as the foundation of key questions in interviews with all charter school leaders. The estimates, refined by the results of the interviews, will also be reviewed in the facilitated discussion groups that will be conducted with key stakeholders.

Issue 2: Per Pupil Funding Charter vs. Public Schools

Issue Description: The amount of per pupil funding provided to charter schools as compared to traditional public schools including a disaggregation by major category as described under §5-101(b)(2) of the Education Article for each county.

Issue 2 will be addressed through a variety of public source documents and interviews will inform the study of this issue area. It is not expected that these sources will be definitive sources. The Maryland Charter School Task Force identified one problem as "inconsistent interpretation of per-pupil allocations, which many members believe is caused by different interpretations of the funding formula across districts."

Given this potential problem, The research team anticipates that an effective strategy for studying this issue area will be to specify a set of interpretations of per-pupil allocations and to calculate and disaggregate the funding given these differing interpretations. This will require the examination of public documents as well as interviewing key officials and advocates who hold the differing interpretations.

Per-pupil costs will be gathered from the leaders of charter schools as well as from the records and officials of the jurisdictions where charter schools operate and from MSDE. Phone or in-person interviews with jurisdiction officials will be conducted where necessary to ascertain the interpretations that underlie the funding data.

Issue 3: Per Pupil Funding by School Type and Public/Charter Status

Issue Description: How the per pupil funding provided at elementary, middle, and high school levels in charter schools in each county exceeds, equals, or is less than the per pupil funding amount available to traditional public schools.

The study of issue area 3 will be conducted simultaneously with the study of issue area 2. The same sources are expected to be used. The same difficulties are likely to be encountered. The research team is also aware that there may be another difficulty with this issue area since the funding in Baltimore may not be able to be differentiated by grade band.

Issue 4: Federal Grant Programs

Issue Description: Maryland's options to access federal charter school program grants.

The report will summarize the grants and sub-granted funds received by the state related to charter schools over the last five years. The United States Department of Education (USDOE) publications and website will be examined to determine the state's schools' eligibility for federal start up grants to determine if there are other opportunities that may be available. Those schools that have received federal funds without state intervention will be included in this summary.

Where Maryland has applied for grants but has been denied, the Center's team will, to the extent feasible, examine MSDE and USDOE records to determine and report any reason for denials related to state policy or state law.

Issue 5: Maryland Charter School Performance

Issue Description: Academic, financial and other performance of charter schools in Maryland.

Data on the academic performance of charter schools has been collected in the past years that are relevant to a study of this issue area. The data collected by ICF Macro for MSDE will be reviewed and reported. Data from the Maryland School Assessment (MSA) tests were one source of ICF Macro's performance data. Charter schools were matched on relevant variables with other public schools and the results of the MSA were compared between the matching schools.

The research team will review and report these comparisons and, if resources allow, the Center's team will update these comparisons.

Reports from the school systems themselves will be reviewed to see if these reports can add more to the study of the academic performance of charter schools.

The financial performance of charter schools will be investigated using the methods reported above in issue area 2 to generate estimates of costs per-pupil.

Other performance areas such as parental satisfaction, attendance rates, and Adequate Yearly Progress measures were also reported by ICF Macro and will be reviewed and, where possible, updated. The Baltimore Climate Survey was a key resource for the reports in these areas and will be relied on once again.

Issue 6: Chart School Outcomes

Issue Description: Primary causes of charter school successes and failures.

The studies of three high performing charter schools referenced above in discussing issue area 1 will also be used to help explain the causes of charter school successes. Interviews with the leaders of high performing schools will explore the interviewees' perceptions of the causes of success. In addition, two charter schools that have failed will be identified and studied. Statements about the causes of the failures of these schools will be reviewed and interviews will be conducted with people with knowledge of the possible causes of the failures.

The national literature on the causes of success and failure will be reviewed and the Maryland cases will be compared with the causes identified in the national literature.

Issue 7: Extracurricular Opportunities - Charter vs. Public Schools

Issue Description: Availability of extracurricular and experience-based learning opportunities of charter schools.

This information will be gathered when conducting the interviews of leaders of all charter schools in Maryland. The research team will report the results of the gathering of the data from each school and will summarize the responses of the leaders to questions about the funding and staffing of the activities (including questions about volunteer staffing and community fundraising.)

The information gathered will be compared with the public information available about extracurricular activities and experience based learning opportunities in non-charter schools.

Issue 8: Charter School Teacher Satisfaction

Issue Description: Teacher satisfaction, retention, and turnover at charter schools.

Information on teacher retention will be gathered when conducting interviews of leaders of all charter schools in Maryland. This information will be compared with the public information available about teacher retention in non-charter schools.

A search will be made for teacher satisfaction data that might be collected by the local departments of education. If, as expected, adequate data cannot be obtained through these sources, a survey will be conducted. The survey will be a stratified random internet survey with telephone follow-up for those teachers who do not respond to the internet questionnaire. The survey will gather information from at least 200 charter school teachers and 200 non-charter public school teachers. The interview instrument will be based on instruments used by others in gathering satisfaction data and will be developed in consultation with MSDE.

The names and contact information for charter school and non-charter school teachers will be gathered from charter school leaders and from local departments of education in jurisdictions with charter schools, or from MSDE.

Issue 9: Student Demographics and Enrollment Data Charter vs. Public Schools

Issue Description: Student enrollment and retention data and trends at charter schools, including a disaggregation of enrollment and retention by categories of English Language Learners, services for students with disabilities, race, ethnicity and free and reduced price meal status, compared to traditional public schools in each county.

It is expected that data on student enrollment will be available through the local departments of education or through MSDE. This data will also provide the foundation on which to base calculations of retention rates. A set of measures of retention rates will be reported including the number of students enrolled in the same school two years after entry.

Issue 10: Parental Satisfaction Charter vs. Public Schools

Issue Description: Parent satisfaction with charter schools.

ICF Macro used the Baltimore City climate survey as their sole source of parent satisfaction. Their report compared satisfaction of parents at charter schools with satisfaction of parents at selected comparison schools.

The Center's team will update ICF Macro's analysis where new data is available and it will search for similar data in other jurisdictions with charter schools.

Issue 11: Best Practices Integration Charter vs. Public Schools

Issue Description: Ways to integrate best practices between charter schools and non-charter schools operating within a local jurisdiction.

ICF Macro reported on the use of best practices in charter schools and found that "of the 25 identified instructional practices, 21 were utilized by more than two-thirds of the Maryland charter schools to which they applied."

When interviewing charter school leaders the Center's team will gather information to update the ICF report in this area. In addition the Center's team will question leaders about their efforts to integrate best practices. These questions about best practices will be informed by the literature review.

Issue 12: Chart School Financial Issues

Issue Description: Issues related to costs, availability, potential liabilities of outstanding capital debt, and financing of facilities, including risks to charter sponsors and local school systems.

The case studies of the charter school start-ups and failures will cast light on the issues related to costs, availability, and potential liabilities of outstanding capital debt and the financing of facilities. In addition leaders of charter schools will be asked about the ways in which these issues may have affected their particular institutions. Interviews with other experts in school financing will be conducted. Data and opinions from MSDE officials and other relevant state leaders will be solicited. Local education department officials will be asked to articulate their perspectives on this issue.

Advocacy groups such as the Supporting Public Schools of Choice (SPSOC) will be asked if they have gathered data relevant to these questions.

Issue 13: Charter School Alternatives

Issue Description: The use of contract schools, transformation schools and other modes similar to charter schools.

Publicly available records will provide the foundation for the study of this issue area. MSDE Annual Reports will be a source of information. The use or potential use of these other modes will be discussed with local education officials. Baltimore City's officials will be asked about City's experience with these other modes. Charter school leaders will be asked about their opinion of these other modes.

In preparation for these interviews, a literature review will be conducted that will help identify issues that these other modes have raised in other states.

Issue 14: State Policy Impact on Charter Schools

Issue Description: The current state of local policies and practices that impact the sustainability of charter schools in the State.

Documents related to official policies will be gathered and assessed. Local officials will be asked about practices in each jurisdiction. After these policies and practices have been identified charter school leaders and other interested stakeholders will be asked to comment on the ways they impact the sustainability of charter schools in the State.

Issue 15: Charter School Recommendations from Interested Parties

Issue Description: Documented consultation and cooperation with interested stakeholders including at least one representative from the American Federation of Teachers, the Maryland State Education Association, the Maryland Association of Boards of Education, charter school operators, parents of public school students, and charter school advocates.

The Center's team will consult with each of these organizations at least twice: once when further specifying the issues involved and gathering potential recommendations, and once after potential recommendations from all the sources have been specified. At each stage of the study the Center's team will cooperate with these groups by considering all their suggestions for best researching the issues, by carefully weighing any information they may provide, by soliciting any policy recommendations they may have and by faithfully reporting the barriers and the advantages they associate with the policy recommendations made by others.

The Center' team will interview representatives of these groups individually or in a facilitated group discussion environment. The times and dates of these interviews and discussions will be documented and reported to MSDE.

TIMELINE

Table 2 below presents the projected timeline for the project. The timeline assumes the research team begins work on October 21, 2013. The team's ability to maintain the timeline is contingent upon the timely cooperation of MSDE representatives and interviewees.

	Table 2: Project Timeline			
Study St	age	Start	End	
Stage 1	Collection Background information	10/21/2013	12/20/2013	
	Update of Prior Analysis and Interview Guide			
Stage 2	Development [1]	10/21/2013	1/29/2014	
	Conduct Interviews and Surveys with School			
Stage 3	Leadership and Teachers	1/29/2014	5/29/2014	
	Conduct Interviews with School Board, MSDE, and			
Stage 4	State Representatives	4/29/2014	6/13/2014	
Stage 5	Prepare Draft Report of Findings	6/13/2014	7/13/2014	

Stage 6	Facilitate Review of Draft Report with Stakeholders	7/13/2014	8/27/2014
Stage 7	Prepare and Present Final Report	10/15/2014	10/15/2014

[1] The update of the ICF Macro analysis will be ongoing throughout the study.

PRICE PROPOSAL

The price for the work as descriptive in this proposal is \$95,344. This is a FIXED PRICE proposal. Table 3 provides the budget detail that supports the price proposal. The Center reserves the right to move funds as needed between budget items to meet the objectives of the research. The budget justification follows Table 3.

Personnel	Name	Percent of Time	Salary	Fringe	Total
Director, Schaefer Center	Cotten	2%	3,550	1,491	\$5,041
Asst Director, Schaefer Center	Lovegrove	6%	5,890	2,356	\$8,246
Research Associate	McGrath	23%	23,767	7,843	\$31,610
Survey Lab Manager	Wells	6%	3,832	613	\$4,445
Analyst, IT Programmer	Bradley	2%	1,962	726	\$2,688
Budget Analyst	Hamlin	2%	1,285	450	\$1,735
Research Associate	Wyatt-Nichol	6%	7,680	614	\$8,294
Research Associate	Howard	4%	5,120	410	\$5,530
Business Services Specialist	Bishop	2%	1,169	655	\$1,824
Graduate Fellow Salary	Multiple	10%	1,838	0	\$1,838
Graduate Fellow Tuition	Multiple	10%			\$3,440
Subtotal Personnel					\$74,691
General & Administrative					
Telephone - General					\$300
Postage - General					\$400
Travel					2,744
Supplies					\$2,436
Software Fee					\$750
Subtotal General & Administrative					\$6,630
Indirect (25% of Salaries & Wages)	Base		\$56,093.00		\$14,023
Total					\$95,344

BUDGET JUSTIFICATION

The budget justification below presents a description of each of the budget categories.

Personnel

P. Ann Cotten, D.P.A., C.P.A., Director (2% of time for 12 months)

Dr. Cotten is responsible for the overall management of the Center and for supervision of the project.

Mary Lovegrove, J.D., M.B.A., Assistant Director (6% of time for 12 months)

Ms. Lovegrove is responsible for contract compliance, staff hiring, and daily operation of the project. In addition, she will conduct the legal research required for the study.

Dennis McGrath, Ph.D., Research Associate, Lead Researcher (23% of time for 12 months)

Dr. McGrath is the lead researcher for the project. He is responsible for leading the update of the ICF Macro analysis, statistical analysis, conducting the in person interviews, and moderating the focus groups.

William Wells, M.P.A, Survey Lab Manager (6%)

Mr. Wells will assist with the design of the teacher survey, oversee the survey implementation, and lead the analysis of the survey data.

James Bradley, M.S., B.S.E.E., Senior Systems Analyst (2% of time for 12 months)

Mr. Bradley will provide assistance with database management and data analysis.

Heather Wyatt-Nichol, Ph.D., Faculty Fellow, (6% of time for 12 months)

Dr. Wyatt Nichol will participate in the literature review and conduct in person interviews. Dr. Wyatt-Nichol will contribute to writing the final report.

James Howard, M.P.A., Research Associate (4% of time for 12 months)

Mr. Howard will conduct the financial analysis for the study.

TBD, Graduate Fellows (20% of time for 12 months)

Graduate Fellows will assist with the documentation of the interviews

General and Administrative

Telephone: This request covers the anticipated telephone expense associated with the project.

Postage: This request covers the anticipated postage expense associated with the interviews.

Supplies: This request covers the supply expenses associated with the interviews, focus groups, and general project implementation

Travel: This is the estimated expense associated with travel to each of the 47 charter schools, travel to conduct inperson interviews, and travel to conduct focus groups.

Software: This is the prorated portion of the software license fees for software that will be used in the data analysis and conduct of the survey of teachers.

Indirect: The indirect rate for this project is 25% of direct salaries and wages. The rate is discounted from the University of Baltimore's federally negotiated indirect cost rate of 55% of direct salaries and wages.

QUALIFICATIONS OF RESEARCH TEAM

P. Ann Cotten, DPA, CPA

Ann Cotten is the Director of the Schaefer Center for Public Policy at the University of Baltimore and an affiliated faculty member in the College of Public Affairs. She has been working with government and nonprofit organizations for the past 20+ years in the areas of, program evaluation, survey research, strategic planning, performance measurement, and public sector management.

The Schaefer Center for Public Policy is an applied research unit within the University of Baltimore's College of Public Affairs. Its mission is to provide unbiased, non-partisan research to help leaders and policy makers in the public and nonprofit sectors better manage their resources and programs. The Center's areas of focus include program evaluation, survey research, focus group moderation, policy analysis, performance measurement, social policy, strategic planning, management training programs, and management consulting. In all of its endeavors, the Center's emphasis is on applying the knowledge, skills, and expertise of the University community to real-world issues and producing high quality, objective, tangible, and useable results for its clients.

Dr. Cotten has extensive experience in survey research, evaluations, need assessments, and management studies for a wide variety of government and nonprofit organizations in Maryland. Dr. Cotten has conducted surveys of a wide variety of populations including patients, doctors, parents, business leaders, as well as the general public. She has conducted research on a host of issues relevant to distressed communities including homelessness, welfare reform, teenage pregnancy, the creation of neighborhood districts, and satisfaction with government services.

Dr. Cotten is a member of the National Council of the American Society for Public Administration, President of the Southern Consortium of University Public Service Organizations, and vice president of the Maryland Chapter of the American Society for Public Administration. In 2008, she was named one of Maryland's Top 100 Women by the Maryland Daily Record. Dr. Cotten is a member of the 2012 Leadership Maryland.

Dr. Cotten teaches Strategic Management for Government and Nonprofit Organizations and Survey Research in the University of Baltimore's School of Public and International Affairs and is an experienced trainer of mid and upper level managers. She received her Doctorate in Public Administration from the University of Baltimore and is a Certified Public Accountant.

Dennis McGrath, Ph.D.

Dr. McGrath received his Ph. D. from the University of Maryland in 1983. He was trained in research methods and advanced statistics at the University of Maryland and the University of Michigan. He has gone on to teach these subjects to graduate students and to apply his knowledge in solving a wide variety of research problems faced by state and local government officials.

Since joining the Schaefer Center staff in 1993 Dr. McGrath has specialized in statistical analysis, performance measurement, and program evaluation. He has helped the Quality Control Division of the Family Investment Administration of Maryland=s Department of Human Resources address sampling and statistical analysis issues.

He has helped create and implement a program that trains Maryland state officials in techniques of performance measurement. He has helped develop performance measures for the Family Investment Administration of the Department of Human Resources and other agencies.

Dr. McGrath has coordinated the data analysis for Maryland's statewide welfare reform, the Primary Prevention Initiative. He led the evaluation of Maryland=s Vehicle Theft Prevention Programs. He has led an evaluation of a Maryland program that sought to get mothers at risk of losing their children because the mothers have substance abuse problems into appropriate and timely treatment.

Dr. McGrath has taught courses in Quantitative Analysis, Statistical Applications and in many other areas.

Heather Wyatt-Nichol, Ph.D

Dr. Wyatt-Nichol is as an Assistant Professor in the School of Public Affairs at the University of Baltimore. She has taught courses in Ethics & Politics, Public Administration, Planning & Evaluation, Research Methods, Public Human Resources Management, and Public Organizations and Management. She has provided several training sessions for the Certified Public Management Program in Virginia and Texas. Dr. Wyatt-Nichol coordinated a police leadership training program funded by the U.S. Department of Justice. She has published several book chapters and journal articles. Her research interests include diversity management, ethics, family friendly-workplace policies, organizational behavior, and social equity.

James Howard, II, MPA

James Howard, II, teaches Mathematics and Statistics as an Adjunct Instructor at the University of Maryland University College. He is expected to graduate from the University of Maryland Baltimore County with a Ph.D in Public Policy in December of 2013. He is also a Senior Associate at Kore Federal, Inc. as well as a Principal at J. P. Howard & Company, LLC. At Kore Federal, Inc., he provides predictive analytics and artificial intelligence consulting to federal clients and optimized predictive models for accuracy and power. His work at J. P. Howard & Company, LLC includes advising independent evaluations of community college performance and leadership effectiveness. James is a member of the County Board of Appeals for Howard County, Maryland and has published numerous research articles analyzing the social benefits and impact of flood insurance programs.

William Wells

William Wells is the Center's Survey Lab Manager as well as a Research Associate. William has been with the Center since 2005. He was previously a Schaefer Center Graduate Fellow while completing his Master of Public Administration. He contributes to many of the Center's opinion survey projects for Maryland state agencies, local governments, and nonprofit organizations.

William is an Affiliated Faculty member with the University Of Baltimore School Of Public Affairs, teaching public policy. His academic areas of interest include urban planning and development, the role of local and municipal governments in service delivery and strategic planning and development in the government and nonprofit sectors.

William's background includes program design and implementation experience in the nonprofit sector as well as experience in the retirement planning industry. William is the past treasurer of the Maryland Chapter of the

American Society for Public Administration and is active on the boards of directors for several local nonprofit organizations.

William holds a B.A. from The University of Maryland, Baltimore County and an M.P.A. from the University of Baltimore.

ABOUT THE SCHAEFER CENTER FOR PUBLIC POLICY

Established in 1985 with a mission to bring the University of Baltimore's academic expertise to bear in solving problems faced by government and nonprofit organizations, the Schaefer Center have grown into one of Maryland's preeminent policy centers offering invaluable assistance in support of Maryland's public sector.

Housed in the University of Baltimore's College of Public Affairs, the Schaefer Center is able to draw upon the expertise of faculty and students from its three school's – Criminal Justice, Health and Human Services, Public and International Affairs – in its research, consulting, and professional development work.

In its 26 years of service, the center has developed a reputation for excellence throughout Maryland, providing high-quality research and consulting services to educational, governmental, and nonprofit organizations. The center's areas of expertise include opinion research, focus group moderation, program evaluation, performance measurement, needs assessment, strategic planning, policy analysis, workforce planning, economic analysis, management information systems, and human services administration. In addition, the center offers a variety of training programs in strategic planning and public management. The center is staffed with researchers who are experts in the above areas. The center also is able to call upon the knowledge and experience of the University of Baltimore's academic community for expertise. In all of its endeavors, the center's emphasis is on applying the knowledge, skills, and expertise of the University community to real-world issues, and producing high quality, objective, tangible, and useable results for its clients.

Over the past 26 years, the center has received hundreds of grants and contracts from local, state, and federal agencies, as well as from nonprofit groups, to conduct program evaluations, perform policy analysis, engage in survey research, develop outcome measures, and provide management and computer consulting services. The quality of the center's services is demonstrated by the number of Maryland State agencies for whom the center has worked as well as by the center's high percentage of repeat engagements. The center has worked with the following Maryland state institutions and agencies: the General Assembly, the Department of Fiscal Services, the Department of Budget and Management, the Department of Education, the Department of Human Resources, the Department of Health and Mental Hygiene, the Department of the Environment, the Department of Transportation, the Department of Natural Resources, the Department of Energy, the Maryland Transportation Authority, the Office of the Attorney General, the Maryland Aviation Administration, the Office of Planning, the Governor's Workforce Investment Board, the Governor's Office of Children, Youth, and Families, the Department of Juvenile Justice, and the State Lottery Agency, as well as numerous other state agencies.

Numerous federal agencies also have contracted for center services including the Federal Highway Administration, the U.S. Department of Justice, the U.S. Department of Housing and Urban Development, the U.S. Department of Veterans Affairs, the U.S. Department of the Army, the Federal Election Commission, and the Social Security Administration. Nonprofit groups and organizations utilizing the Center's services include the Rand Corporation,

the Harry and Jeanette Weinberg Foundation, LEAD Maryland Foundation, Inc., the Association for Institutional Research, the National Center for Victims of Crime, Calvert Memorial Hospital, the Women's Housing Coalition, the Baltimore Metropolitan Council, the Baltimore City Civil Service Commission, the Baltimore City Department of Planning, the Enterprise Foundation, the Smith Foundation, the Mount Vernon/Belvedere Improvement Association, and the Community Assistance Network.

Charter	School	Study	- Senate	Bill	194
---------	--------	-------	----------	------	-----

Stakeholders	Names
AFT President	Marietta English - 410-358-6600 menglish@baltu.org
Baltimore City Board of School	David Stone - 410-396-8709
Commissioners	stoned@kennedykrieger.org
Charter Advocates	Jason Botel - 410-336-9439 jason.botel@marylandcan.org
Contract School	Patrick Crain – 410-224-8572 pcrain@aacps.org
LEA Charter School Liaisons	See attached List
Maryland State Education Association (MSEA)	Randy Mickens - 443-433-3628 rmickens@mseanea.org
Maryland Association of Boards of Education (MABE)	Bill Phalen, Sr. 2022 Smoky Road Huntingtown, Maryland 20639 (301) 763-8492 (w)/(410) 610-6344 (c) dbphalen@comcast.net
Parent of Public School Students	Non-Charter School: Kimberly Hall (PGCPS PIMA winner) 202-253-7890 houstonkr23@yahoo.com Charter School - TBD
Maryland Charter Network Executive Director	Kimberly Worthington - 1-800-689-3795 kworthington@mdcharternetwork
Transformation Schools	Alison Perkins Cohen – 443-642-4551 BCPSS
PSSAM	Carl Roberts - pssam1@verizon.net
Supporting Public Schools of Choice	Carol Beck – 410-864-0405 carol@supportingpublicschools.org
Baltimore City Coalition of Charter Schools	Will McKenna wmckenna@afyabaltimore.org Ricarda Easton reaston@rootsandbranchesschools.org
Baltimore Community Foundation	Danista Hunte dhunte@bcf.org
Maryland Legislative Services	Sara Fidler sfidler@mlis.state.md.us
Maryland Legislative Services	Dana Tagalicod dana.tagalicod@mlis.state.md.us

Allegany County

Liaison Officer Information

Finance Officer Information

Street 108 Washington Street

Vendor

P.O. Box, Room, Suite, P.O. Box 1724

1526000868

City, ST, ZIP: Cumberland, MD 21502

Name: John Logsdon

Name: Randall P. Bittinger Title: Director of Finance

Title: Supervisor of Federal Programs

Phone / Ext: (301) 759-

Phone/Ext: (301) 759-

Email:

Email: john.logsdonjr@acps.k12.md.us

Fax: (301) 759-3081

Fax: (301) 759-2081

Anne Arundel County

Liaison Officer Information

Finance Officer Information

Street 2644 Riva Road

Vendor

P.O. Box, Room, Suite,

1526000882

City, ST, ZIP: Annapolis, MD 21401

Name: Kathy Lane

Name: Susan Bowen

Title: Director, Alternate Education

Title: Fiscal Officer

Phone/Ext: (410) 222-

Phone / Ext: (410) 222-

Email: klane@aacps.org

Email: sbowen@aacps.org

Fax: (410) 222-5606

Baltimore City

Liaison Officer Information

Finance Officer Information

Street 200 East North Avenue

Vendor

P.O. Box, Room, Suite, Room 201

1522064235

City, ST, ZIP: Baltimore, MD 21202

City, ST, ZIP: Baltimore, MD 21202

Name: Alison Perkins-Cohen

Name: Michael Frist

Title: Coordinator, Off of New Initiatives

Title: Chief Financial Officer

Phone/Ext: (410) 396-

Phone / Ext: (410) 396-

Email: APerkins-Cohen@bcps.k12.md.us

Email: mfrist@bcps.k12.md.us

Fax: (410) 685-7513

Fax: (410) 396-7589

Street 200 East North Avenue

Vendor

P.O. Box, Room, Suite, Room #201

1522064235

Name: Angela Alavrez

Name: Michael Frist

Title: Sepcialist, Office of New Initatives

Title: Chief FinancialOfficer

Phone/Ext: (410) 396-

Phone / Ext: (410) 396-

Email: adalvarez@bcps.k12.md.us

Email: mfrist@bcps.k12.md.us

F---

Fax: (410) 396-7589

Fax:

Baltimore County

Liaison Officer Information

Finance Officer Information

Street 9610 Pulaski Park Drive

Vendor

P.O. Box, Room, Suite,

1526000886

City, ST, ZIP: Baltimore, MD 21220

Name: Dr. Roger Plunkett / Shawn Patterson

Name: Barbara Burnopp

Title: Assistant Superintendent, Student Support

Title: Acting Director - Budget and Reporting

Phone/Ext: (410) 887-

Phone / Ext: (410) 887-

Email: rplunkett@bcps.org Fax: (410) 887-2446

Email: bburnopp@bcps.org
Fax: (410) 887-4674

Calvert County

Liaison Officer Information

Finance Officer Information

Street 1305 Dares Beach Road

Vendor

P.O. Box, Room, Suite,

1526000897

City. ST, ZIP: Prince Frederick, MD 20678

Name: Deborah Grinnage-Pulley

Name: Tammy McCourt

Title: Executive Director of School Operations

Title: Executive Director of Finance

Phone/Ext: (410) 535-

Phone / Ext: (410) 535-

Email: PulleyD@calvertnet.k12.md.us

Email: mccourtt@calvertnet.k12.md.us

Fax: (410) 535-7476

Fax: (410) 535-7496

Caroline County

Liaison Officer Information

Finance Officer Information

Street 204 Franklin Street

Vendor

P.O. Box, Room, Suite,

1526000907

City, ST, ZIP: Denton, MD 21629

Name: Dr. Cynthia Spicer

Name: Milton E. Nagel

Title: Supervisor of Instruction

Title: Director of Administrative Services

Phone/Ext: (410) 479-

Phone / Ext: (410) 479-

Email: cynthia_spicer@mail.cl.k12.md.us

Email: Milton_nagel@mail.cl.k12.md.us

Fax: (410) 479-0108

Fax: (410) 479-2741

Carroll County

Liaison Officer Information

Finance Officer Information

Street 125 N. Court St.

Vendor 1526000911

P.O. Box, Room, Suite,

City, ST, ZIP: Westminister, MD 21157

Name: Dona Foster

Name: Christopher Hartlove

Title: Supervisor of Research and Accountability

Title: Comptroller Phone / Ext: (410) 751-

Phone/Ext: (410) 386-

Email: cihart1@k12.carr.org

Email: mdfoste@carrollk12.org Fax: (410) 751-3030

Fax: (410) 751-3164

Cecil County

Liaison Officer Information

Title: Associate Supt for Admin Services

Finance Officer Information

Street 201 Booth Street

Vendor

P.O. Box, Room, Suite,

1526000923

City, ST, ZIP: Elkton, MD 21921

Name: Vincent Cariello

Name: Thomas M. Kappra

Title: Chief Financial Officer

Phone/Ext: (410) 996-

Phone / Ext: (410) 996-

Email: vcariello@ccps.org

Email: tkappra@ccps.org

Fax: (410) 996-5454

Fax: (410) 996-5137

Charles County

Liaison Officer Information

Finance Officer Information

Street 5980 Radio Station Road

Vendor

P.O. Box, Room, Suite, P.O. Box 2770

1526000928

City, ST, ZIP: La Plata, MD 20646

Name: Eric Schwartz

Name: Paul Balides

Title: Staff Attorney

Title: Budget Manager

Phone/Ext: (301) 392-

Phone / Ext: (301) 934-

Email: eschwartz@ccboe.com

Email: ptbalides@ccboe.com/jrybka@ccboe.com

Fax: (301) 934-7235

Fax: (301) 934-7497

Dorchester County

Liaison Officer Information

Finance Officer Information

Street 700 Glasgow Street

Vendor 1526000931

P.O. Box, Room, Suite,

City, ST, ZIP: Cambridge, MD 21613

Name: Lorenzo L. Hughes

Name: Tim Brooke

Title: Asst Superintendent for Instruction

Title: Comptroller Phone / Ext: (410) 228-

Phone/Ext: (410) 228-Ext: 1033 Email: hughesl@dcpsmd.org

Email: brooket@dcpsmd.org

Fax: (410) 228-6637

Fax: (410) 221-5222

Frederick County

Liaison Officer Information

Finance Officer Information

Street 191 South East Street

Vendor

P.O. Box, Room, Suite,

1526000941

City, ST, ZIP: Frederick, MD 21701

Name: Dr. Michele Krantz

Name: Leslie Tellegrino

Title: Charter School Liaison

Title: Executive Director - Fiscal Services

Phone/Ext: (240) 344-

Phone / Ext: (301) 644-

Email: michele.krantz@fcps.org Fax: (301) 696-6952

Email: leslie.tellegrino@fcps.org

Fax: (301) 644-5010

Garrett County

Liaison Officer Information

Finance Officer Information

Street 40 South Second Street

Vendor

P.O. Box, Room, Suite,

1526000952

City, ST, ZIP: Oakland, MD 21550

Name: Barbara Baker

Name: Larry McKenzie

Title: Assistant Superintendent

Title: Director of Finance/Human Resources

Phone/Ext: (301) 334-

Phone / Ext: (301) 334-

Email: bbaker@ga.k12.md.us

Email: lmckenzie@ga.k12.md.us

Fax: (301) 334-7634

Fax: (301) 334-7621

Harford County

Liaison Officer Information

Finance Officer Information

Street 102 S. Hickory Avenue

Vendor 1526000955

P.O. Box, Room, Suite,

City, ST, ZIP: Bel Air, MD 21014

Name: Leeann M. Schobert

Name: John Markowski

Title: Coordinator of School Improvement

Title: Director of Budget

Phone/Ext: (410) 809-

Phone / Ext: (410) 588-

Email: Leeann.Schobert@hcps.org

Email: john.markowski@hcps.org

Fax: (410) 588-5354

Fax: (410) 588-5309

Howard County

Liaison Officer Information

Finance Officer Information

Street 10910 Route 108

Vendor

P.O. Box, Room, Suite,

1526000968

City, ST, ZIP: Ellicott City, MD 21042

Name: Fran Albert

Name: Raymond Brown

Title: Policy and Charter School Specialist

Title: Director of Finance

Phone/Ext: (410) 313-

Phone / Ext: (410) 313-

Email: fran_albert@hcpss.org

Email: raymond_brown@hcpss.org

Fax: (410) 313-6833

Fax: (410) 313-6890

Kent County

Liaison Officer Information

Finance Officer Information

Street 5608 Boundary Ave.

Vendor

P.O. Box, Room, Suite,

1526000976

City, ST, ZIP: Rock Hall, MD 21661

Name: Edward Silver

Name: Fay Miller

Title: Supervisor of Education Services

Title: Asst Supt for Admin Services

Phone/Ext: (410) 778-

Phone / Ext: (410) 778-

Email: esilver@kent.k12.md.us

Email: fmiller@kent.k12.md.us

Fax:

Fax: (410) 778-6193

Montgomery County

Liaison Officer Information

Finance Officer Information

Street 850 Hungerford Drive

Vendor 1526000989

P.O. Box, Room, Suite,

City, ST, ZIP: Rockville, MD 20850

Name: Lori-Christina Webb

Name: Larry Bowers

Title: Exec Asst - Off of the Deputy Supt

Title: Director of Management and Budget

Phone/Ext: (301) 279-

Phone / Ext: (301) 279-

Email: Lori-Christina_Webb@mcpsmd.org

Email: larry_bowers@mcpsmd.org

Fax: (301) 279-3099

Fax: (301) 279-3428

Prince George's County

Liaison Officer Information

Finance Officer Information

Street 10205 Lake Arbor Way

Vendor

P.O. Box, Room, Suite,

1526000992

City, ST, ZIP: Mitchellville, MD 20721

Name: Loretta White Khaalid

Name: Matthew Stanski

Title: Exec Admin Asst for Charter Schools

Title: Chief Financial Officer

Phone/Ext: (301) 808-

Phone / Ext: (301) 952-

Email: loretta.white@pgcps.org

Email: matthew.stanski@pgcps.org

Fax: (30) 125-1958

Fax: (301) 952-6901

Queen Anne's County

Liaison Officer Information

Finance Officer Information

Street 202 Chesterfield Avenue

Vendor

P.O. Box, Room, Suite,

1526001005

City ST 7ID: Controville MD

__

City, ST, ZIP: Centreville, MD 21617

Name: Dr. Diane K. Larrimore

Name: Robin H. Landgraf

Title: K12 Media and Online Lrng Coord

Title: Chief Financial Officer

Phone/Ext: (410) 758- Ext: 138

Phone / Ext: (410) 758-

Email: larrimod@qacps.k12.md.us

Email: landgrar@qacps.k12.md.us

Fax: (410) 758-8204

Fax: (410) 758-8205

Saint Mary's County

Liaison Officer Information

Finance Officer Information

Street 23160 Moakley Street

Vendor 1526001013

P.O. Box, Room, Suite, P.O. Box 641

City, ST, ZIP: Leonardtown, MD 20650

Name: Kelly Hall

Name: Patty Vanryswick

Title: Director of Elementary Education

Title: Chief Financial Officer

Phone/Ext: (301) 475- Ext: 136 Email: kmhall@smcps.org Phone / Ext: (301) 475- Ext: 172
Email: pavanryswick@smcps.org

mail: kmhall@smcps.org

Fax: (301) 475-4228

Tuesday, March 26, 2013

Somerset County

Liaison Officer Information

Finance Officer Information

Street 7982-A Tawes Campus Drive

Vendor

P.O. Box, Room, Suite,

1526001022

City, ST, ZIP: Westover, MD 21871

Name: Lynette Johnson

Name: Vicki Miller

Title: Supervisor of Special Education (Elementary)

Title: Supervisor of Finance

Phone/Ext: (410) 651-

Phone / Ext: (410) 621-

Email: ljohnson@somerset.k12.md.us

Email: vmiller@somerset.k12.md.us

Fax: (410) 621-2931

Fax: (410) 651-2931

Talbot County

Liaison Officer Information

Finance Officer Information

Street 12 Magnolia Street

Vendor

P.O. Box, Room, Suite, P.O. Box 1029

1526001031

City, ST, ZIP: Easton, MD 21601

Name: Lynne Duncan

Name: Charles Connolly

Title: Supervisor, Student Services

Title: Director, Finance

Phone/Ext: (410) 822-

Phone / Ext: (410) 822-

Email: Iduncan@tcps.k12.md.us

Email: cconnolly@tcps.k12.md.us

Fax: (410) 822-3919

Fax: (410) 822-3959

Washington County

Liaison Officer Information

Finance Officer Information

Street 820 Commonwealth Avenue

Vendor 1526001035

P.O. Box, Room, Suite, P.O. Box 730

City, ST, ZIP: Hagerstown, MD 21741

Name: Donna Hanlin

Name: Christian South

Title: Asst. Sup. for Curriculum, Sch. Adm &

Phone / Ext: (301) 766-

Phone/Ext: (301) 766-Email: hanlidon@wcboe.k12.md.us

Email: southchr@wcboe.k12.md.us

Title: Chief Financial Officer

Fax: (301) 766-8733

Fax: (301) 766-2839

Wicomico County

Liaison Officer Information

Finance Officer Information

Street 101 Long Avenue

Vendor

P.O. Box, Room, Suite, P.O. Box 1538

1526001052

City, ST, ZIP: Salisbury, MD 21802

Name: Ruth Malone

Name: Bruce Ford

Title: Director of Curriculum & Professional Dev.

Title: Asst Supt for Admin Services

Phone/Ext: (410) 677-

Phone / Ext: (410) 677-

Email: rmalone@wcboe.org /bdail@wcboe.org

Email: bford@wcboe.org

Fax: (410) 677-4406

Fax: (410) 677-4489

Worcester County

Liaison Officer Information

Finance Officer Information

Street 6270 Worcester Highway

Vendor

P.O. Box, Room, Suite,

1526001062

City, ST, ZIP: Newark, MD 21841

Name: Lou Taylor

Name: Vince Tolbert

Title: Asst Supt for Administration

Title: Chief Financial Officer

Phone/Ext: (410) 632-

Phone / Ext: (410) 632-

Email: LHTaylor@mail.worcester.k12.md.us

Email: vetolbert@mail.worcester.k12.md.us

Fax:

Fax: (410) 632-1819