Terms to Know

Applicant	The entity submitting the application.
Authorizer	Authorizers in Arizona are the Arizona State Board for Charter Schools as defined in ARS § 15-182, or the Arizona State Board of Education, a community college or a university whose charter application process 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.
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. Non-government organizations must be registered at the Arizona Corporation Commission.
Charter School	The school is the physical school site (or virtual program) 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.
Equalization Funds	State supported payments based on the school's enrollment count. The term Equalization Assistance is the same as 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.
Implementation Funding	Implementation is the funding period that begins when a school receives its first M & O payment. Implementation funds shall not exceed 24 months.
Independent Benchmark Assessment	An assessment that is free from out-side control demonstrating a comparison of student understand or performance against a set of uniform standards with the same school year *(Education Week on November 11, 2015).*

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 *(WestEd, 2001)*. Reliability and validity of the assessment must be included in the description.
M & O 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.
Planning Funds	Planning is the funding period before a school opens its doors for operation. AZ CSP funds may be used for up to 18 months for Planning. That means a school may be in Planning through its entire 1st Project Year and 6 months into the next. A school may be in Planning mode for 6 months in the 1st year and then enter Implementation mode that same Project year.
Project Year	A maximum 12 month period in which a charter entity carries out the project described in its budget application.
School Leader	An administrative leadership position; i.e. 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	White House Office of Management and Budget guidance for federal grants.

Logic Model Components' Definitions[1]

A logic mode 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