NOTICE OF INTENT TO APPLY

All applicants are required to submit the attached Notice of Intent (NOI) to Apply prior to submitting a complete application. This provides formal notice to the State of Washington Charter School Commission (Commission) that the non-profit listed intends to submit a proposal for a charter school to open in the fall of 2020.

All information presented in this notice is non-binding. As with all aspects of the application, the Notice of Intent to Apply is public information and will be made available on the Commission’s webpage.

Instructions for Submitting A Notice Of Intent (NOI) To Apply

1. Complete the Notice of Intent to Apply provided in this template.

2. Save this as a single PDF file. Name your file according to the following convention:
   NAME OF OPERATOR.IntenttoApply.pdf, and email by 5:00pm PDT on November 30, 2018 to:
   amanda.martinez@k12.wa.us

   —OR—

3. A hardcopy must be postmarked by 5:00pm PDT on November 30, 2018 and mailed to:
   Amanda Martinez, New Charter School Application Coordinator
   PO Box 40996
   Olympia, WA 98504-0996

   —OR—

4. A hardcopy must be hand delivered by 5:00pm PDT on November 30, 2018 to:
   Amanda Martinez, New Charter School Application Coordinator
   1068 Washington St.
   Olympia, WA 98501

Applicants who do not submit the MANDATORY Notice of Intent to Apply form by the above deadlines will NOT be eligible to submit a full proposal.
NOTICE OF INTENT TO APPLY

This information will be used to ensure that your applicant group receives all of the appropriate communications from the Commission throughout the charter application process.

<table>
<thead>
<tr>
<th>Name of Non-Profit Applicant/Organization</th>
<th>TCLA Founding Team (Please know we will update as we are going through the legal Non-Profit hoops at this current time as well.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Contact Information</strong></td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Tim Sullivan</td>
</tr>
<tr>
<td>Address</td>
<td>9 N Waverly Pl, Suite #303</td>
</tr>
<tr>
<td>Phone</td>
<td>509-947-5661</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Tsulli.lakers@gmail.com">Tsulli.lakers@gmail.com</a></td>
</tr>
<tr>
<td><strong>Partner Information If Applicable:</strong></td>
<td>Claude Oliver &amp; Daryl Francis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Basic Information for School Opening Fall 2020</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed School Name</td>
<td>Tri Cities Learning Academy</td>
</tr>
<tr>
<td>Opening Year</td>
<td>2020</td>
</tr>
<tr>
<td>Geographic Community and/or City</td>
<td>Tri Cities: Pasco, Kennewick, Richland</td>
</tr>
<tr>
<td>Grades Served Year 1</td>
<td>Early-Learners/P-12</td>
</tr>
<tr>
<td>Grades Served at Capacity</td>
<td>Early-Learners/P-12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Proposed School Description</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Model Specialty (check all that apply)</td>
<td>☒Alternative</td>
</tr>
<tr>
<td></td>
<td>☐Arts</td>
</tr>
<tr>
<td></td>
<td>☒Blended Learning</td>
</tr>
<tr>
<td></td>
<td>☒Career and Technical Education</td>
</tr>
<tr>
<td></td>
<td>☒College Prep</td>
</tr>
<tr>
<td></td>
<td>☒Online/Virtual:</td>
</tr>
<tr>
<td></td>
<td>☒STEM:</td>
</tr>
<tr>
<td></td>
<td>☐Language Immersion</td>
</tr>
<tr>
<td></td>
<td>☐Military</td>
</tr>
<tr>
<td></td>
<td>☐Montessori</td>
</tr>
<tr>
<td></td>
<td>☐Waldorf</td>
</tr>
<tr>
<td></td>
<td>☒Disability (List):</td>
</tr>
<tr>
<td></td>
<td>☐Other (Specify): Alt-Education K-12 to include Adult</td>
</tr>
<tr>
<td></td>
<td>Ed......</td>
</tr>
</tbody>
</table>

In one-hundred (100) words or less, briefly describe the mission and vision of your proposed school

- The TCLA complex will be established as a non-profit Charter School, Medical, Community Based Enterprise Campus. Operating costs will be structured so that service provider charges to our client base will allow all lower income youth and families to access to our full array of services.
I certify that I have the authority to submit this Notice of Intent and that all information contained herein is complete and accurate. I recognize that any misrepresentation could result in disqualification from the application process or revocation after authorization. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Tim Sullivan  
Signature of Primary Contact

11/7/18  
Date
Tri Cities Learning Academy (TCLA)
A community partnership school & Resource Center
Tri Cities & surrounding region.

DRAFT 1
Tri Cities Learning Academy

Every year it seems that school age children are experiencing developmental and social issues at a higher rate and at a younger age. This alarming trend is all too evident in the performance of our children academically, and the rise in antisocial and violent behavioral problems.

- Many educators believe that it all starts with the current state of readiness of the children when they first enter the school system; in many cases they are simply not ready to learn. Parents are busy, and are not able to spend the time with their children during their delicate formative years. Language, social, and financial barriers exist that leave children at risk for falling behind their peers rapidly. And, of course, the existence of learning disabilities that spring from physical or genetic conditions, many of which go undiagnosed, is a major factor.

- It is time to seek alternative means by which our children will not be left behind to drop out of school and enter into a world of poverty, crime, drugs, and violence. We will build upon a network of current community services and providers in a means that will lead to extensive collaboration, which will reap benefits from the synergies that will spring from this venture.
Tri Cities Learning Academy

Vision of the Tri Cities Learning Academy

Build and sustain a centralized medical, educational and community based program services that diagnostically evaluates what our children and families need for full support from a very young age upward. A range of non-profit and community based organizations exist but many are stove-piped to the extent that the community support we need is lost or fragmented.

The TCLA complex will be established as a non-profit Charter School, Medical, Community Based Enterprise Campus. Operating costs will be structured so that service provider charges to our client base will allow all lower income youth and families to access to our full array of services.
Collaborations:

- We work with Washington State Charter Schools, the Hanford site, Pasco School (all surrounding School Districts) to identify land, temporary facilities and portable trailers for our initial campus. We will work with our local Day Care Nurseries, Washington State University TC, Columbia Basin College, Heritage College and Pacific Northwest Laboratories “Perhaps”, Native American Tribes. The above-named entities will play vital part in all aspects of our mission & vision as we build this dream learning institute for our community. This type of innovative collaboration will surely launch us into a community model that can be duplicated by other communities.

- Already, the Pasco School District is behind the movement. Surrounding school Districts will be engaged in dialogue that can lead to their participation collaboration. Many schools serving students with disabilities consider flexibility and innovation crucial to their success. For that reason, autonomy extended by state charter school laws offer new insights into the future of special education.
Special Needs Charter School Initiative

- In pursuit of schools that handle this challenge innovatively and successfully, we found Community Charter School of Cambridge (CCSC) in Massachusetts as one example. Roughly 20 percent of students receive special education services. CCSC brilliantly incorporates special education teachers into general education classrooms to co-teach alongside teachers using traditional curriculum.

- There are more "Gold Plate" models as we research the formulae for Tri-Cities Learning Academy.

- State support would be provided by Wa State OSPI & Washington State Charter School Association and Federal support from the Dept of Education.
Are Washington Charter Public Schools Serving Students with Disabilities?

- In 2012 Washington became the 42nd state in the nation to adopt a charter school law. Charter schools in Washington are autonomous public schools operated by a nonprofit organization rather than a school district. As a local education agency, each school must follow many of the same compliance and reporting requirements that traditional districts do. In Washington, either a school district or the Washington State Charter School Commission can authorize schools. Charter schools hire their own staff, manage their budgets, and select their own curriculum, and in exchange face closure if they fail to meet strict operational and student achievement requirements. Like other standards for special populations, charter schools in Washington are required to adhere to all federal and state laws pertaining to special education, including the federal Individuals with Disabilities in Education Act (IDEA), the Americans with Disabilities Act (ADA), and Section 504, which guarantee non-discrimination, accommodations, and services to students with disabilities. Washington’s first charter school opened in 2014. As of May 2018, there are 10 charter schools operating in Seattle, Tacoma, Kent, Spokane, and Highline. Together these schools serve just under 2,400 students. (For more detail on enrollment numbers, see table 1 at the end of the brief.) Since its inception 25 years ago, the University of Washington’s Center on Reinventing Public Education (CRPE) has studied charter public schools and state policies to understand how the charter sector can fulfill its original intent—to innovate for the broader education system while providing families with high-quality public school options. While it is still too early to assess the quality of Washington’s charter sector, there is an opportunity to address some of the questions about charter schools that have arisen in other states. Drawing on our decades of national research, CRPE is taking a closer look at issues of interest to Washingtonians. Link Info: https://www.crpe.org/sites/default/files/crpe-are-washington-charters-serving-students-with-disabilities.pdf
Wa Charter Start-up Pathway

- **Phase I: The Fellowship, Designing Year June 2019 – June 2020**
  - Award of $90,000 stipend for one full-time Fellow or to be split amongst a school design team.
  - Support submission of high-quality charter application to authorizer.
  - Weekly project management coaching calls
  - Monthly professional development to support school design and application writing
  - 3011(c)(3) establishment and graphic design support
  - Guided trip and travel stipend to visit high-performing charter schools
  - Multiple reviews of application draft, including by external consultant and budget experts
  - Support with community engagement activities, including planning a public forum
  - Assistance with board member recruitment and training, including preparation for capacity interview
  - Connection to facilities support organization Washington Charter School Development
  - Assistance with securing additional grants to support both planning and implementation

- **Phase II: Strong Start, Planning Year July 2019 – July 2020**
  - Eligible to apply for grant of $220,000 to support school’s planning year activities
  - Monthly coaching calls
  - Access to the Strong Start Planning Year program
  - Residency in Washington charter school
  - WA Charter membership benefits

- **Phase III: Doors Open, Implementation Year August 2020 – June 2021**
  - Eligible to apply for grant of $400,000 to support school’s year one implementation activities
  - Membership in True Measure Collaborative, a consortium of support focused on inclusive education
  - WA Charter membership benefits
Design Team:

Claude Oliver President Co-Owner Tri-Cities Realty Group “Team Collaborator”
30 years Public Service, State House, County Treasurer, County Commissioner, Banker

Tim Sullivan retired Wa/CA School District Official, Director of School & Community Engagement, Director of Student Life, Director of Athletics, Director of Human Resources, Area Director, School Director, Dean of Students, Grade Level Coordinator & Asst. Principal
Current - Executive Director Tri-Cities Food Bank
Owner - Skyhawks Tri Cities Sports Academy (6yrs-12yrs) & SuperTots Tri Cities Sports Academy (18mos-5yrs)
20 Years California Charter Schools & Large Urban Public Schools Administration (K-12)
15 Years Exp Mental Health Intake Specialist Exp - Charter Oaks Childrens Hospital
15 Years Exp Autism /Asperger Counselor/Teacher – Cal State San Bernardino Regional Center

Gilberto Mendoza President Tax Ymas (Team Collaborator Co-Founder Latino Civic Alliance, Advisor Latino Community)

Daryl Francis Retired Financial Accounting (Tri-Cities Sunrise Rotary Community Organizational Coordination Support)

Carl Cadwell President Owner Cadwell Laboratory (Team Collaborator Bio-Feedback)

Ray Geimer President of Modern Living Services (Team Collaborator for Adult Housing Enterprise Job Training Centers)

Melissa Menville-Porcari Sullivan Owner “Can-Do Kids” (Team Collaborator Early Diagnostics Occupational Therapy)

Felipa Barron Mother of Autistic Son (Team Collaborator Parent Advisement Education Process Community Support)

Mike Miller Owner Moon Security (Team Collaborator Security Planning Childhood Vulnerability, Classrooms and Adulthood)