

50CAN

July 25, 2016

Re: 50CAN ELL Academic Report

Dear Mr. John Salgado,

Thank you for the opportunity to apply to Phoenix IDA's Community Development Grant.

Enclosed you will find 50CAN's English Language Learners Academic Report proposal. This report will focus on student achievement among ELL students. To create this report we will visit schools and organizations that are beating the odds for these students and gather the stories of teachers, parents, students and school leaders. We will use this report to educate and engage stakeholders and practitioners across the state about best practices for educational excellence in these communities, with the ultimate goal of improving academic outcomes for ELL students.

Thank you in advance for your time and consideration.

Sincerely,
Martin Perez, Jr.

50CAN- English Language Learners Academic Report

1. Mission/Vision:

Arizona students will receive the high-quality education they deserve, regardless of their race, ethnicity, or socioeconomic status.

2. Project Description:

To support all Arizona students, we must dive more deeply into the data and individual stories of students from diverse backgrounds, elevating their unique experiences. Through this project, we will focus on the educational experiences of students from various racial and ethnic groups with a high number of English Language Learners (ELL) students, including challenges and successes, to publish an academic report that is both asset-based and actionable.

The ELL academic report will focus on student achievement among ELL students. To create this report will visit schools and organizations that are beating the odds for these students and gather the stories of teachers, parents, students and leaders. We will use this report to educate and engage stakeholders and practitioners across the state about best practices for educational excellence in these communities, with the ultimate goal of improving academic outcomes for ELL students.

50CAN will pursue the following key activities:

1. Gather and analyze available data on ELL students.
2. Identify and visit schools that are getting effective results for ELL students, and that are effectively implementing best practices.
3. Gather stories from students, parents and community members and share compelling narratives through the report, social media and traditional media.
4. Write and design user friendly, best practice material to educate ELL Students.

50CAN is driven toward building strong relationships with local partners and becoming a trusted resource to support and advance the strides students are making in Arizona. We are committed to helping aligned stakeholders put students on a positive trajectory. We support students' academic success by advancing solutions to the policy and communications barriers they face, and by solidifying our organization as a uniquely local advocate and a trusted partner for community members, parents and educators alike.

3. Need for Project:

In October 2015, Martin Perez joined 50CAN: The 50-State Campaign for Achievement Now as one of five members of the second cohort of Education Advocacy Fellows. Chosen from a pool of more than 800 applicants, Martin's vision for education in Arizona and commitment to this work makes him one of the leading up and coming advocates in the United States. With training from the 50CAN team and the support and feedback of local community leaders, Martin has made significant progress toward developing a better understanding of both

Arizona's unique needs and how a new education advocacy organization might drive forward needed change for Arizona students.

Over the past seven months, Martín Perez embarked upon a listening tour across the state of Arizona. He has developed meaningful relationships with critical stakeholders, and a deep knowledge of the successes and challenges facing Arizona students. This tour has included:

- Visits to more than 20 schools
- Meetings with more than 100 local leaders, including business leaders, funders, practitioners and elected leaders
- Attendance at three conferences and attendance at more than 15 other events

During the listening tour Martín continuously heard the gap and lack of leadership in supporting English Language Learners—a critical piece of work in desperate need of leadership. In order to support all students, we must dive more deeply into the data and individual stories of students from diverse backgrounds, elevating their unique experiences. In partnership with local partners: Arizona Chamber of Commerce, A for Arizona, Raza Development Fund and others, we will set out to produce a report on the academic outcomes of ELL student populations in Arizona.

50CAN knows that in order to drive meaningful policy change we must galvanize the community in support of our goals. During his listening tour Martín found that there is a gap in community understanding about the ability for English Language Learners and those from low-income families to achieve academic success at the same level as their more affluent, white classmates. The findings of the ELL academic report will help reinforce that success is possible even for students facing the highest of barriers.

50CAN knows that education is not “one-size-fits-all” and that language, culture, ethnicity, race and socioeconomic status all play a role in how students experience our education system. We will consider our efforts on this work successful if we are able to gather data on subgroup performance, identify schools that are leading ELL students to above average results and meet with members of these school communities to better understand how we can replicate the success of these programs across the state.

4. Population To Be Served:

While our work impacts all students in Arizona—current and future—we are particularly focused on opening doors and strengthening opportunities for students in K-12 from low-income backgrounds, students of color and others who are negatively impacted by Arizona's educational opportunity gap. In particular, ELL students faced the most substantial academic proficiency gap, less than 30% of students labeled ELL are graduating high school in four years.

We can and must provide a better education for all of our students. That is why we are committed to working on both increasing the level of understanding of the gaps facing Arizona's ELL students and pursue policy changes that will lead to measurable outcomes for all students.

5. Goals, Objectives and Strategies:

Goals:

The primary goal we are pursuing through this project is to deepen the dialogue on the successes and challenges facing groups of students in Arizona with a high number of ELL individuals.

1. We hope to start a conversation about what is working for these students and what we can do to increase the number who are benefiting from existing best practices. We know that education is not “one-size-fits-all” and that language, culture, ethnicity, race and socioeconomic status all play a role in how students experience our education system.
2. We hope that this report will be a resource for parents, teachers, school leaders, nonprofit organizations and state leaders.
3. This report will be particularly beneficial to the schools with high numbers of ELL students, such as the west Phoenix area, which has a large concentration of ELL students, many of whom attend public schools. We hope that our report will quickly elevate this as a central topic of discussion in the city of Phoenix and throughout Arizona.

Objectives:

Our work focuses on two primary objectives: raising awareness of the state of public education in Arizona; and elevating the voices of educators and stakeholders on pressing education issues. Both of these help generate urgency around closing our state’s opportunity gaps, and building a movement in support of change.

Strategies:

1. Our overarching strategy for this project is to put the stories of everyday Arizonans at the center of each report.
2. Following the release of the report, we will identify best practices and place them at the forefront of the report.
3. Our overarching strategy will be grounded in forming deep and trusting connections with members of ELL student communities, understanding effective strategies and unearthing concrete information about what schools need.

6. Projected Outcomes and Related Indicators:**Projected Outcomes:**

The proposed project is an exciting opportunity to highlight programs and schools that are leading ELL students to exceptional academic results. In so doing, we will execute our strategies forward by working to develop recommendations and build community support for policies that will dramatically increase student success among dual-language learners and students of color. As we execute on this project, we will strive toward three major outcomes:

1. *Identify and elevate the programs and schools that are leading racial and ethnic subgroups with high ELL populations to academic success.*
 - The primary goal of this report is to better understand the emerging best practices on how to support the academic success of students from subgroups with a high number of ELL students.

2. Release report that highlight the stories of success from communities with large ELL populations, providing actionable recommendations for replicating this success.

- Our hope is that this report will start a conversation about what is working for these students and what we can do to increase the number who are benefiting from existing best practices.

3. Build strong relationships with partners in the nonprofit and philanthropic communities in Arizona and beyond.

- As part of this project, we will identify partners and cultivate meaningful working relationships with a variety of stakeholders.

Indicators:

50CAN will measure the success and impact of our report based on qualitative feedback, and where possible, based on specific measurable outcomes. Positive reception and feedback from partners and members of our focus communities is critical, and as we move forward with each report, we will work carefully with these stakeholders to ensure our final product is both reflective and meaningful. Our ultimate aim is to raise the issue of ELL student achievement in Arizona to a larger audience, increasing their knowledge and engagement.

7. Collaborative Partners:

50CAN is energized by the opportunity to work in partnership with Arizona Chamber of Commerce, A for Arizona, Raza Development Fund and others who are focused specifically on the population or issue highlighted in each respective report. We believe this will lend credibility to the ELL academic report and increase the amount of exposure they receive once released. In the end, we are hopeful that we will be able to form lasting partnerships with each partner group to advance our work and develop joint initiatives over the long term.

50CAN will work with Arizona Chamber of Commerce, A for Arizona, Raza Development Fund and others throughout the planning and writing process, acknowledge their contributions in the report and publicly thank them at the launch event and through other communications, such as social and traditional media.

Our collaboration approach will be unique both in its bottom-up approach to determining priorities and its engagement of stakeholders from all sectors. We will increase our capacity to carry out this work by engaging with partners who work directly in the focus communities we have identified for our report. We truly believe that this work can only be successful to the extent that it is grounded in strong partnerships.

The list below details the role, relationship, and value-added by our committed partners thus far. Organizations labeled with a * have accepted to serve as advisors to the local 50CAN chapter in Arizona.

Organization	Role	Professional Role
*Arizona Chamber of Commerce	Partner/Advisor	Glenn Hamer, CEO
*Raza Development Fund	Funder	Tommy Espinoza, CEO
*A for Arizona	Partner/Advisor	Lisa Keegan, Executive Director
*Arizona School Boards Association	Partner/Advisor	Several school Board Members Regional Directors
*Arizona Department of Education	Partner/Advisor	Dr. Linda Johnson, Executive Director
*A New America	Partner/Advisor	Education Policy Team
KEO Marketing	Funder	Sheila Kloefkorn, CEO
*The Pike and Susan Sullivan Foundation	Funder	Adriana Figueroa, Executive Director
*Leadership for Educational Equity (LEE)	Partner/Advisor	Education Policy Team
*Teach For America-National Collective Governing Board	Partner/Advisor	Governing Board: Education Policy committee
*Governor's Office of Education	Partner/Advisor	Dawn Wallace, Director and Education Policy Advisor

8. Implementation Plan:

Timeframe:

Fall 2016: Begin Research/Report

Fall 2017: Release our report on ELL students

Once the report is published, we will launch a tailored communications strategy to share our findings and raise the public dialogue on what is and isn't working for ELL students in Arizona.

50CAN's Policy Principles and Approach

After 10 years of supporting local leaders, our network has realized that reaching our goal of providing a high-quality education for all children will require research-backed policies that reimagine how we provide public education. Our campaigns pursue goals under five main areas:

- **Starting Earlier** with quality pre-K.
- **Expanding Choices** by providing students and families with multiple options so they can find the learning environment that best meets their individual needs.
- **Aiming Higher** by supporting clear, rigorous standards for student success.

- **Cultivating Talent** by ensuring that America’s most talented teacher and leaders thrive.
- **Reaching Everyone** through work that ensures that all students graduate with the skills, knowledge and abilities they need to happy, healthy, productive adults.

Key Staff Roles:

Martin Perez will lead the team as we set the vision and action plan for ELL students report. This will include cultivating relationships with community and funding partners to help support the creation of each report.

50CAN National Team, a national team of 21 experts in the fields of operations, finance, research and policy, communications, development and leadership development. These individuals support all local teams; create economies of scale and share national lessons learned across the network.

9. Sustainability:

This report could provide a significant value-add in driving forward the conversation on the state of education for ELL students. Our report will identify schools with successful models for serving ELL students, and will explore the important intricacies of ensuring educational success for ELL students. We will gather not just stories, but also data on subgroup of ELL student performance where possible, exploring the “gap within the gap,” as it is sometimes known.

50CAN believes this report will help Arizonans develop a better understanding of how our state’s education system is faring when it comes to ELL students and the best practices of changing-the-odds programs. 50CAN will identify what’s possible for ELL students, and how they can overcome barriers.

We hope that this report will be a resource for parents, teachers, school leaders and state leaders. Upon launching the ELL academic report we are committed to continue to provide additional activities:

1. Provide a detailed breakdown of the ELL students subgroups: Latino, Asian, and other ELL students represented in Arizona;
2. Present data on subgroup performance;
3. Highlight schools and programs that are effectively serving ELL students
4. Share the stories of individual students, parents, teachers and school leaders; and
5. Provide policy and best practice recommendations on how to replicate models of success.

10. Budget: Please see attachment

During the 50CAN Fellowship cycle, 50CAN has the opportunity to support the launch of up to new CANs through a matching grant of \$150,000 per state from the Walton Family Foundation. To secure this match, a state must be one of the first two to raise at least \$150,000 from local sources before September 1, 2016.¹

Attached you will find the proposed budget for an Arizona effort provided in two phases. Phase I (the current phase) is our “startup” phase. Between now and September, Martín’s charge is to raise at least \$150,000 from local supporters to secure the Walton Family Foundation matching grant. Upon raising the first \$300,000, Martín will be charged with raising an additional approximately \$275,000 in local funds over the following 12 months to support additional national support and local activities. 50CAN’s national board will vote to approve all expansion plans for 50CAN in September 2016. Showing robust local support for launch is essential for all prospective new CANs.

Both budgets include national support for Martín from 50CAN’s national team of 21 experts in the fields of operations, finance, research and policy, communications, development and leadership development. These individuals support all local teams; create economies of scale and share national lessons learned across the network.

Phase I Budget: Arizona

Arizona Education Advocacy Organization 12 Month Budget

Total Revenue	\$	300,000.00
Local Sources		150,000.00
National Matching¹		150,000.00
Expenses		
Salaries & benefit²		221,003.57
Contract service expenses		20,651.29
Nonpersonnel expenses		8,605.86
Facility & equipment expenses		11,534.63
Travel & meetings expenses		15,158.78
Events		9,191.99
IT & technology		8,108.19
Insurance		1,962.42
Other expenses		3,783.25
Total Expenses³	\$	300,000.00
Net Income	\$	0.00

1) Contingent upon securing \$150,000 in local support prior to other remaining 50CAN education advocacy fellows

2) Includes salary for AZ Executive Director as well as national support for finance, development, communications, policy research, and HR (equal to one

3) Includes the minimum amount of national support services

Phase II Budget: Arizona

ArizonaCAN 12 Month Budget

Total Revenue	\$	575,000.00
Phase I Local Sources		150,000.00
Phase II Local Sources		275,000.00
National Matching¹		150,000.00
Expenses		
Salaries & benefits²		387,038.40
Contract service expenses		39,523.80
Nonpersonnel expenses		12,066.95
Facility & equipment expenses		22,075.73
Travel & meetings expenses		32,187.08
Events		28,022.91
IT & technology		15,967.53
Insurance		3,755.81
Other expenses		6,144.00
Total Expenses³	\$	546,782.22
Net Income	\$	28,217.78

1) Contingent upon securing \$150,000 in local support prior to other remaining 50CAN education advocacy fellows

2) Includes salary for AZ Executive Director and Public Affairs Manager as well as national support for finance, development, communications, policy research, and HR (equal to 1.5 additional FTEs).

3) Assumes increased usage of national support services

Budget Narrative

Salaries & benefits: This item includes salaries, benefits and payroll taxes for both the local team as well as national support for research, communications, development, leadership, training, finance and HR.

Contract service expenses: This item includes any third party service provider, including media firms, graphic designers, lobbyists, technology support, external counsel, etc.

Non-personnel expenses: The cost of office supplies, printing, mailing, etc.

Facility & equipment expenses: This item represents physical office space for the national team, which also includes shared space to be used by state teams for training and professional development.

Travel & meeting expenses: This item includes costs of travel related to local outreach, including meetings with community partners and conference participation.

Events: This item represents costs of hosting local events for 50CAN's state teams.

IT & Technology: This item includes equipment (such as computers), technology services, telephone and data charges.

Insurance: This item represents the portion of 50CAN's business insurance policies allocated to the individual states.

Other expenses: Any other miscellaneous expenses (primarily marketing/advertising costs and board cultivation expenses).

National Support Teams

- Team Campaigns: Policy, research, & communications (local support - ~20% of national costs)
- Team Growth: Development & training (~13%)
- Team States: National leadership for the state network (~14%)
- Team Fuel: National development, communications & leadership (~22%)
- Team Ops: Finance, legal, HR, etc. (~31%)

Committed Funders

<i>Organization</i>	<i>Amount</i>
The Pike and Susan Sullivan Foundation	\$40k
Mutual of Omaha Bank	\$10k
Raza Development Fund	\$10k
Individual Giving	\$10K

In Progress

Phoenix IDA
The Bob & Renee Parsons Foundation
Chicanos Por La Causa
Arizona Community Foundation
Arizona Bank & Trust
National Bank of Arizona

P. O. BOX 2508
CINCINNATI, OH 45201

Date:

MAR 2 2011

50CAN INC
C/O MALCOLM FARMER, III ESQUIRE
50 KENNEDY PLAZA SUITE 1500
PROVIDENCE, RI 02903

Employer Identification Number:
27-3069592
DLN:
17053217305020
Contact Person:
MS. A. MORRIS ID# 52452
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
July 9, 2010
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

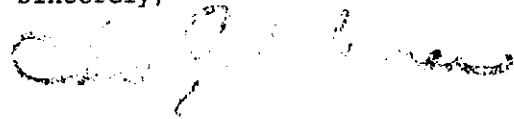
Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

50CAN INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lois G. Lerner". The signature is written in a cursive style with a large initial "L".

Lois G. Lerner
Director, Exempt Organizations

Enclosure: Publication 4221-PC