



National Accelerator of Autism Charter Schools

Fundraising Presentation

November 2022



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Mission – Challenges and Opportunities

Challenges

- Per the CDC, 1 in 44 U.S. children are diagnosed with Autism Spectrum Disorder (ASD), yet resources are limited and vary greatly from state-to-state.
- There is a small but growing number of public charter schools rising to the challenge.
 - We have identified 25 such schools serving approximately 4,000 students.
- Unfortunately, the majority of these ASD-focused schools have been started by desperate parents with no formal training nor expertise in establishing high-performing, long-lasting institutions.
- As a result, each nascent school is condemned to relive the growing pain and mistakes made by those who came before them, which has stymied the growth and performance of these much-needed schools.
- Consequently, children on the spectrum are not being provided the highest and best level of education to prepare them for life.

Opportunities

- There needs to be a **training, resource center and network** to allow existing and future autism charter school founders to quickly access curricula, materials, documents, mentors and best practices so that this highly-specialized segment may grow to serve and save more families-in-need.
- This organization will be recognized as a 501©(3) under the Internal Revenue Code.
- It will be a thin organization, with member services and incubating assistance being provided on contract basis with member organizations and highly quailed third-party vendors.



Mission – Promote Equity

- Certain states require that local districts provide students on the spectrum with the highest and best level of service.
- This frequently results in home districts placing and funding ASD students in private schools, sometimes in other states.
- The process of securing these placements is extremely time consuming and frequently requires parents hiring advocates or lawyers to force districts to live up to their obligations to educate these deserving children.
- This is a burden well beyond the means of many working families.
- In the vast majority of states, where districts have no such obligation, parents are faced with the choice of paying tuition to private schools (private school tuition is currently \$40-\$50k per year) or sending their children to district schools which may or may not have quality autism-focused programs.
- Rarely do these pull-out modules or autism clusters (within larger campuses enrolling neurotypical students) serve the needs of the most impacted ASD students, while even the least impacted are frequently subject to social isolation or even bullying.

In this environment, high performing autism-focused schools are a godsend for parents of ASD students – an option that should be available to all families regardless of their financial condition.



Mission – Target Underserved Communities

- Quality options are least available for families in lower income, urban communities.
- One precept of the work is to accelerate the growth of autism charter schools positioned to serve those families in which a private school is a not a financially viable option.
- In support of this mission, the Accelerator will subsidize the cost of all training and consulting offerings for those organizations serving a community in which the existing traditional public schools serve a population in which more than 60% of the students are eligible for meals under the national Free and Reduced Lunch Program.

These schools are most needed in communities lacking viable alternatives. The Accelerator will proactively seek out urban community leaders and lower their initial cost of establishing a high-performing, autism-focused school.



Mission – Affect Change at Scale

Per the CDC:

1 in **44**

Children are diagnosed on the Autism Spectrum



Assuming our Autism Charter Schools target only the **20%** most severely impacted students



Then **1** in **220** children would benefit from such an autism-focused school



Typically, these schools enroll less than **300** students



Therefore, any concentration of **66,000** students needs an Autism Charter School solely focused on serving highly impacted students



The top **60** districts in the U.S. need at least **133** such autism charter schools -- to serve 40,000 students

Demand by Largest Districts

1. New York	15
2. Los Angeles	10
3. Chicago	6
4. Miami	6
5. Las Vegas (Clark)	5
6. Ft. Lauderdale (Broward)	4
7. Houston	3
8. Tampa (Hillsborough)	3
9. Orlando (Orange)	3
10. Palm Beach	3



Founding Organizations

Students

K-22	81	143	Initial 12 th grade Graduating Class	176	239	266	285
22+	-	-		5	10	17	25



Charter renewed For 10 years



AZACS approved and opens as K-5

AZACS approved to extend to 6-8

AZACS approved to extend to 9-12

Virtual AZACS approved

West Valley Campus opens



Students

K-22		90	200	300	275	600
22+		-	-	-	-	-
Virtual		-			100	110

Initial 12th grade Graduating Class

Founding Organizations



South Florida Autism Charter Schools



sfacs.org

- Founded in 2009 by a group of parents and an executive director with **significant experience** in autism education, charter school operations and facilities development.
- All board **members are parents** of children in either the School or the Center.
- We embrace a **3-to-1 classroom model** in which three adults -1 teacher and 2 assistants serve nine children in each classroom. **With specialty teachers**, our ratio of adults-to-students is approximately **2.5-to-1**.
- All staff members are trained to the **same high standards**, and we encourage and **pay** assistants to further their education and obtain additional certifications.
- We rigorously implement our academic and behavioral model, featuring **Applied Behavior Analysis**, to yield the best possible outcomes for our children and young adults.
- In 2012, we formalized our long-standing, positive relationship with MDPCS by becoming a district-managed charter school. In 2019, we obtained a maximum available 10-year **charter renewal** from MDCPS.
- In 2021, we opened our permanent, **state-of-the-art, 60,000 square foot academic building** on our 5-acre campus in Hialeah. This was partially financed by a \$16.9 million tax-exempt bond through the Miami-Dade County Industrial Development Authority.
- The school has **three affiliated 501(c)(3) organizations** involved to provide fundraising, autism services, particularly to our over 22 population, and in the future, residential solutions.





Founding Organizations

Arizona Autism Charter Schools



autismcharter.
org

- Founded in 2012 by a group of parents and a school leader with **significant experience** in autism education, charter school operations and facilities development.
- Half of all **board members are parents** of children in the charter. Others have financial, legal and population-specific expertise.
- We embrace an average **3-to-1 classroom model** in which three adults -1 teacher and 2 assistants serve approximately nine children in each classroom.
- With specialty staff and therapists, our ratio of adults-to-students is approx. **2.5-to-1**.
- As a trail-blazing charter in AZ, **AZACS is the only charter in the state approved to certify teachers through its own internal training program.**
- We rigorously implement our academic and behavioral model, featuring **Applied Behavior Analysis**, to yield the best possible outcomes for students with ASD.
- In 2020 we opened our permanent, **state-of-the-art, 63,000 square foot academic building** in Central Phoenix. This was partially financed by an \$11 m tax-exempt bond through the Maricopa Industrial Development Authority.
- In 2021, due to its success with specialized tele-lessons and tele-therapies through the pandemic, the charter was approved to offer an online K-12 program indefinitely.
- In 2022, the charter opened it's new West Valley Campus in Peoria Arizona; a **38,000 square foot facility on 6.3 acres**. This was partially financed by a 17 m tax-exempt bond, which also supported the expansion of the Central Phoenix Campus.



National Accelerator of Autism Charter Schools

To create a national organization to accelerate the growth of high performing charter schools focused on the needs of student afflicted by Autism Spectrum Disorder

October



November - December



January - June

Founding

- Founding Board
- By-Laws
- Incorporation
- Form 1023 (501c3 application)
- Initial Funder Presentations
- Strategic Partnerships

Funding

- Presentations to Funders
- Identify and Hire Analyst
- Contract with Initial Vendors
- Close on Funding

Launching

- Hire Trainer of Trainers
- Add Vendors – Tech & Advocacy
- Add Existing Schools to Network
- Cultivate First Cohort of Newbies



National Accelerator of Autism Charter Schools

Profiles of potential national board

Founding Board

Co-Chair Diana Diaz-Harrison M.Ed. – AZACS (Phoenix)

Co-Chair Glenn Pierce – SFACS Bd. Chair (Miami)

Vice Chair Dr. Tamara Moodie – SFACS ED (Miami)

Secretary Joe Hoffer – TX CS Lawyer & Advocate (San Antonio)

Richard Moreno – Building Hope (Washington, DC)

Additional Board Member Targets

Ann Ziker – Brown Foundation (Houston)

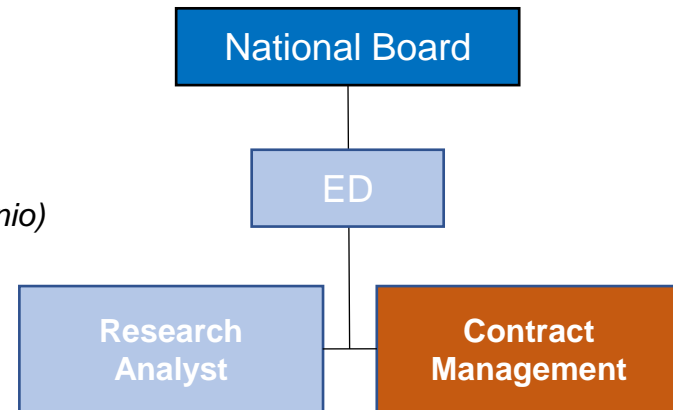
Laura Slatkin – NEXT for Autism (NYC)

California Rep – someone from CCSA?

Funder Rep

Targeted board members have significant experienced in CS Applications, CS Ops, Technology, Curriculum, ABA, CS Funding, Budgeting, Accounting, Compliance, Legal and Governance.

Org Chart



- ✓ Legal
- ✓ Communications
- ✓ Advocacy
- ✓ Trainings
- ✓ Fellowships
- ✓ Accounting
- ✓ Toolbox



Growth Strategy

School Leadership

- The Accelerator will serve school leaders which approach it for help, grow our own and proactively seek talent from traditional school districts.
- We know that the special education world is filled with effective leaders who are tremendously frustrated by the institutional barriers in large districts which prevent them from employing best practices in teaching developmentally challenged students.

Board Leadership

- We will encourage boards and/or leaders to assemble an ideal mix of parents, professionals and local funders.
- The professional component will target an optimal mix of finance, law, education and medical experience.

Geographic Targets

- Initially, NAACS will focus on states in which per pupil funding under statute is adequate to produce exceptional results. Later we will pursue states in which advocacy can yield higher per pupil revenue based on demonstrated need or state in which there is an opportunity to obtain required dedicated appropriations.
- We will look to partner with strong state charter school associations.
- We will highly encourage existing operators to replicate.
- We will convene local funders to present the need and opportunity.



Proposal

Overview

The Future

- This will be an annual dues funded organization.
- To achieve 100% participation by the nation's autism charter schools, the annual charge will be as little \$10-\$20 per student.
- Customized services and trainings will yield the lion's share of revenues, with a significant portion of proceeds initially going to third party professionals and the founding autism organizations providing the on-the-ground services. These proceeds will then shift to defraying the operational costs of NAACS once it staffs up with leaders and trainers.
- The combination of these two elements, plus dedicated fundraising, will allow NAACS to achieve breakeven due to its thin organizational structure.

The Present

- NAACS will need funding during its incubation period to reach self-sustainability.
- Much of the work will be done by the two founding organizations, AZACS and SFACS.

Proposal

Five-Year Pro forma



NAACS Incubating Budget

Revenues	Fiscal Year Ending June 30,							
	2023	2024	2025	2026	2027			
Existing Schools Joining Alliance	2	5	3	2	2			
Cumulative Existing Schools	2	7	10	12	14			
De Novo Schools	0	3	6	12	15			
Cumulative De Novo Schools	0	3	9	21	36			
Total NAACS Schools	2	10	19	33	50			
Students at Maturity	600	3,000	5,700	9,900	15,000	300	Students / School	
Dues	\$ 6,000	\$ 30,000	\$ 57,000	\$ 99,000	\$ 150,000	\$10	/ Student	/ Year
Training Revenues								
Executive Director Training	\$ -	\$ 105,000	\$ 210,000	\$ 420,000	\$ 525,000	\$35,000	/ New School	
Board Training	\$ -	\$ 22,500	\$ 45,000	\$ 90,000	\$ 112,500	\$7,500	/ New School	
Teacher Training	\$ -	\$ 45,000	\$ 90,000	\$ 180,000	\$ 225,000	\$150	/ Teacher	3 Students / Teacher
Teacher Certification	\$ -	\$ -	\$ -	\$ 150,000	\$ 300,000	\$500	/ Teacher	3 Students / Teacher
Parent Training	\$ 1,200	\$ 6,000	\$ 11,400	\$ 19,800	\$ 30,000	\$20	/ Module / School	30 Modules / Year
	\$ 1,200	\$ 178,500	\$ 356,400	\$ 859,800	\$ 1,192,500			
School Accreditation		\$ 20,000	\$ 80,000	\$ 90,000	\$ 140,000	\$10,000	Every 5 Years	
Ongoing Grants	\$ -	\$ -	\$ 50,000	\$ 75,000	\$ 75,000			
Total Revenues	\$ 7,200	\$ 228,500	\$ 543,400	\$ 1,123,800	\$ 1,557,500			
Expenses								
Personnel						Start Date	Starting Salary	CAGR
NAACS Executive Director	\$ -	\$ 150,000	\$ 153,750	\$ 157,594	\$ 161,534	7/1/23	\$150,000	2.5%
Analyst	\$ 35,000	\$ 70,000	\$ 72,800	\$ 75,712	\$ 78,740	1/1/23	\$70,000	4.0%
Trainer of the Trainers	\$ 42,500	\$ 85,000	\$ 88,400	\$ 91,936	\$ 95,613	1/1/23	\$85,000	4.0%
	\$ 77,500	\$ 305,000	\$ 314,950	\$ 325,242	\$ 335,888			
Benefits & Taxes	\$ 17,438	\$ 68,625	\$ 70,864	\$ 73,179	\$ 75,575	22.5%		
Total Compensation	\$ 94,938	\$ 373,625	\$ 385,814	\$ 398,421	\$ 411,462			
Outsourced Vendors								
Communications	\$ 37,500	\$ 50,000	\$ 51,250	\$ 52,531	\$ 53,845	10/1/22	\$50,000	2.5%
Advocacy	\$ 30,000	\$ 60,000	\$ 61,500	\$ 63,038	\$ 64,613	1/1/23	\$60,000	2.5%
Legal	\$ 50,000	\$ 36,000	\$ 36,000	\$ 36,000	\$ 36,000	10/1/22	\$3,000	/ Mo.
Technology	\$ 22,500	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	1/1/23	\$2,500	/ Mo.
Trainers	\$ -	\$ 75,000	\$ 150,000	\$ 300,000	\$ 375,000	7/1/23	\$75,000	/ Trainer 1 Trainer/3 schools
Certification	\$ -	\$ 20,000	\$ 80,000	\$ 90,000	\$ 140,000			
Office Support	\$ 6,000	\$ 24,000	\$ 24,000	\$ 24,000	\$ 24,000	4/1/23	\$2,000	/ Mo.
	\$ 146,000	\$ 295,000	\$ 432,750	\$ 595,569	\$ 723,458			
Preparation of Training Materials								
Executive Director Training	\$ 60,000	\$ -	\$ 20,000	\$ 20,000	\$ 20,000			Design, production and printing
Board Training	\$ 20,000	\$ -	\$ -	\$ -	\$ -			Design, production and printing
Autism Charter School Toolbox	\$ 100,000	\$ -	\$ -	\$ -	\$ -			Design, production and printing
Teacher Training	\$ 50,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000			Design, production and printing
Teacher Certification	\$ 50,000	\$ -	\$ -	\$ -	\$ -			Design, production and printing
Parent Training	\$ 90,000	\$ -	\$ 10,000	\$ 10,000	\$ 10,000			Design and video production of 30 modules
	\$ 370,000	\$ -	\$ 40,000	\$ 40,000	\$ 40,000			
Operational Expenses								
Travel and Miscellaneous Expenses	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000		\$1,000	/ Mo.
Accounting and Audit	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000		\$1,500	/ Mo.
Scholarship Program	\$ -	\$ -	\$ -	\$ 100,000	\$ 300,000			
	\$ 18,000	\$ 30,000	\$ 30,000	\$ 130,000	\$ 330,000			
Total Expenses	\$ 628,938	\$ 698,625	\$ 888,564	\$ 1,163,990	\$ 1,504,920			
Surplus / (Deficit)	\$ (621,738)	\$ (470,125)	\$ (345,164)	\$ (40,190)	\$ 52,580			

Proposal Grant Request



NAACS Multiyear Request

Tranches	Fiscal Year Ending June 30,			Timing and Trigger
	2023	2024	2025	
T1 Q4 '22 - Q2 '23	\$ 700,000	\$ -	\$ -	Secured by December 2022
T2 Q3 '23 - Q2 '24	\$ -	\$ 500,000	\$ -	Triggered by >10 schools joining network.
T3 Q3 '24 - Q2 '25	\$ -	\$ -	\$ 300,000	Triggered by >3 schools incubating / training.
	\$ 700,000	\$ 500,000	\$ 300,000	

Charter School Growth Fund

Project Spark	\$ 250,000	\$ -	\$ -	= \$ 250,000
Other		\$ 50,000	\$ 50,000	= \$ 100,000
	\$ 250,000	\$ 50,000	\$ 50,000	= \$ 350,000

Philanthropic Grants

B Foundation	\$ 200,000	\$ 50,000	\$ 25,000	= \$ 275,000
Y Foundation	\$ 200,000	\$ 50,000	\$ 50,000	= \$ 300,000
TBD 1	\$ 50,000	\$ 100,000	\$ 100,000	= \$ 250,000
TBD 2	\$ -	\$ 150,000	\$ 50,000	= \$ 200,000
TBD 2		\$ 100,000	\$ 25,000	= \$ 125,000
	\$ 450,000	\$ 450,000	\$ 250,000	= \$ 1,150,000
	\$ 700,000	\$ 500,000	\$ 300,000	= \$ 1,500,000



Appendices



Areas of Support

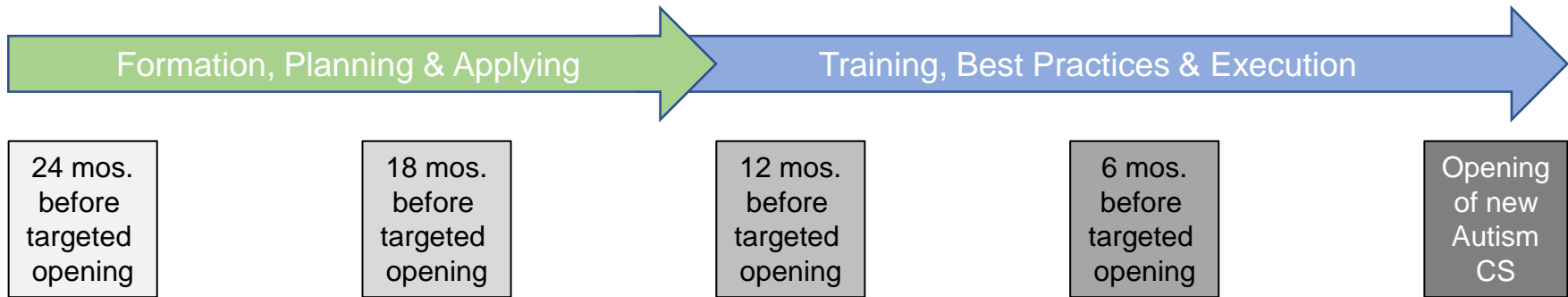
There are seven areas in which NAACS will accelerate the growth of high performing charter schools serving students and families on the autism spectrum.

- a. Analysis & Communications
- b. Advocacy
- c. Executive Director / Board Training
- d. ACS Toolbox
- e. Teacher Training / Certification
- f. Parent Training
- g. School Accreditation



Areas of Support – Example #1

c. Executive Director & Board Training



Board Leadership

September – School Design & Governance

November - Application

February – Facilities

April – Leadership Hiring

School Leadership

July – Hiring and School Opening

November – IEPs and Compliance

February – Enrollment & Staffing

April – Testing & Reporting



* After visits to AZACS or SFACS, founding Board Members will be trained both in their communities and remotely.

* School Leaders will spend **one week during each quarter prior to opening** at either the AZACS or SFACS school campuses.



Areas of Support – Example #2

f. Parent Training

- We believe that parent engagement and ongoing involvement is critical to the success of these special schools.
- We will strongly suggest that network institutions have both an annual volunteering commitment and an annual parental training commitment in their contracts between the school and parents.
- To facilitate the latter, the Accelerator will develop an extensive **video library of professionally-produced parent training modules** for schools and parents to utilize each year.
- This builds upon the work that both AZACS and SFACS already do in this regard which includes such diverse subject matter as: ABA, SIB, data collection, potty training, sleep issues, PICA, elopement, seizures, insurance, CPR, guardianship, trusts, wills, etc.



Questions and Answers



Additional Information About Founding Organizations



SFACS Mission and Vision

1. Provide the highest quality of academic and behavioral care available for *all* families, not just those living in communities with the financial means to pursue private settings
2. Serve those students with the *most* complex challenges --those who were heretofore the least served in existing district, private and home school environments
3. Do so at scale. Serve as many students as possible, while maintaining operational integrity
4. Create a model that was self-sustainable from Day 1 and not reliant on philanthropy to cover day-to-day expenses
5. Use the school as a platform to provide resources and training for the larger autism community
6. Create a state-of-the-art, yet economically responsible and replicable model campus for the education of students on the autism spectrum
7. Work *with* the district -- not against it and embrace coalitions with advocacy groups, other charter schools and colleges and university to develop and continuously refine a **public-private partnership model that could be successfully replicated regionally, then nationally**

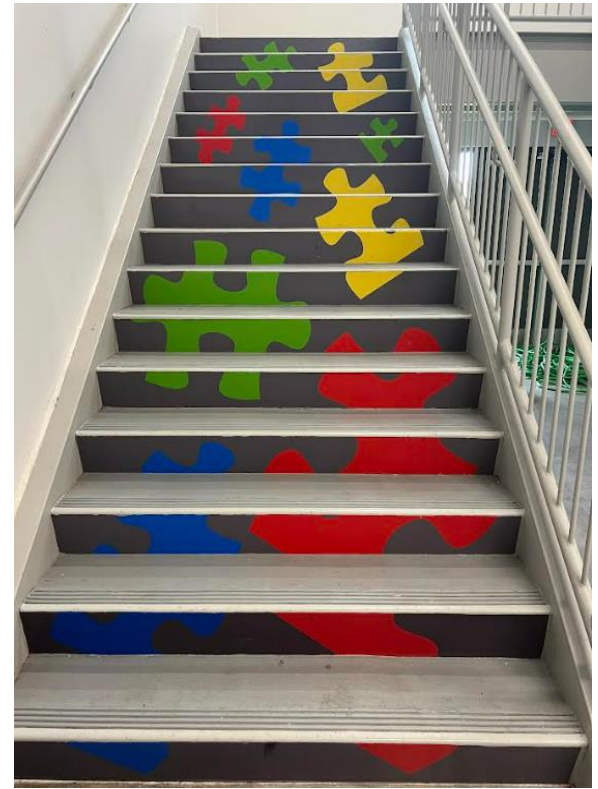
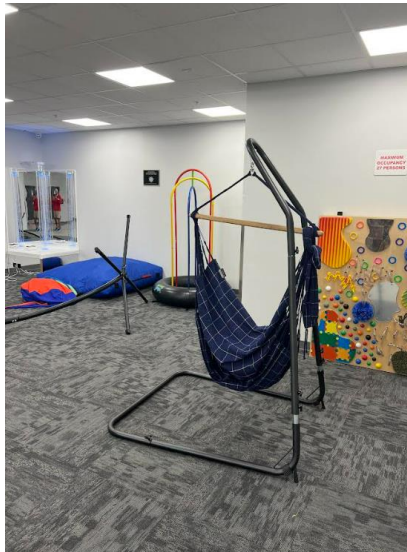


SFACS Students

- We are located in the **low-income** community of Hialeah, Florida and are currently housed within our third incubating site. Our students are **84% minority** in composition. Due to the school's performance and reputations, our students commute from the most southern communities of Miami-Dade County to the most northern communities of Broward County and the school maintains a robust waiting list
- Our charter allows us to give preference to students on the more **severe end of the spectrum** and both MDCPS and BCPS regular refers their toughest cases to the school
- In the fall of 2009, we opened the school for 81 students in kindergarten through 8th grades in a converted e-library (on top of a police station) in Hialeah. **Today our enrollment is 285 students** in K-12th+ (we can keep our young adults until age 22)
- **25** students have aged out of the school and are now enrolled in the **South Florida Autism Center**.



SFACS Campus





AZACS Mission and Vision

1. To educate students with autism and related disorders using evidence-based strategies grounded in the principles of Applied Behavior Analysis (ABA).
2. To deliver this model with highly trained teachers and staff.
3. To make this high quality, specialized education accessible to all students with autism in the Phoenix Metropolitan area and beyond.
4. To reach families who don't have the financial means to access private clinical programs or private schools specializing in autism.
5. To empowered students to reach their full potential in motivating, compassionate environments using individualized programs so that every child gains the skills to integrate into the community and become a fulfilled, productive citizen.
6. To use innovative practices such as STEAM and Project-Based Learning for students at all levels of the spectrum.
7. To use the school as a platform to provide resources and training for the larger autism community in the United States.



AZACCS Students

- Approximately 99% of students are classified as students with disabilities.
- A majority of students are diagnosed with Autism Spectrum Disorder (ASD) or a related developmental disorders.
- As an open enrollment school, all students are welcome and about 25% of students have other diagnosis.
- Approximately 76% of students are eligible for free and reduced lunch.
- Approximately 51% of students identify as Hispanic, 31% identifying as white, 7% identifying as black and 11% identifying as other.
- The lack of high-quality specialized options for students with autism has attracted families from all over metro Phoenix to the current Central Phoenix sites. Families have also relocated from at least 32 states to have their children attend AZACCS.



AZACS Campuses



**Two sites in Central Phoenix
New West Valley Campus**