

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

**CHARTER SCHOOLS PROGRAM STATE EDUCATIONAL AGENCY
CFDA # 84.282A
PR/Award # U282A100026**

There were problems converting one or more of the attachments. Please see list below.

OMB No. 1894-0006, Expiration Date:
Closing Date: MAY 07, 2010

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		Version 02
* 1. Type of Submission <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: * If Revision, select appropriate letter(s): <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation * Other (Specify) <input type="checkbox"/> Revision	
* 3. Date Received: 5/7/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: ED-GRANTS-032310-02	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Indiana Department of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 356000158	* c. Organizational DUNS: 824799209	
d. Address:		
* Street1:	151 West Ohio Street	
Street2:		
* City:	Indianapolis	
County:	Marion	
State:	IN	
Province:		
* Country:	USA	
* Zip / Postal Code:	46204	
e. Organizational Unit:		
Department Name: Results and Reform	Division Name: Charter Schools	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Middle Name:	Ms.	* First Name: Kimb

* Last Name: Stewart

Suffix:

Title: Charter School Specialist

Organizational Affiliation:

Indiana Department of Education

* Telephone
Number:

(317)234-2137

Fax Number:

(317)232-0589

* Email: KSTEWART@DOE.IN.GOV

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282A

CFDA Title:

Charter Schools Program State Educational Agency

*** 12. Funding Opportunity Number:**

ED-GRANTS-032310-02

Title:

Charter Schools Program State Educational Agency

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Indiana CSP Project 2010-2015

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: IN-All

* b. Program/Project: IN-All

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 6/1/2010

* b. End Date: 5/31/2015

18. Estimated Funding (\$):

a. Federal	\$ 5731086
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
g. TOTAL	\$ 5731086

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

IXI ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: Lance
Middle Name: V
* Last Name: Rhodes
Suffix:

Title: Chief Financial Officer

* Telephone Number: (317)232-9139 Fax Number: (317)232-0589

* Email: LRHODES@DOE.IN.GOV

* Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Indiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 48,936	\$ 48,936	\$ 50,404	\$ 51,916	\$ 53,474	\$ 253,666
2. Fringe Benefits	\$ 14,578	\$ 14,578	\$ 14,865	\$ 15,160	\$ 15,465	\$ 74,646
3. Travel	\$ 8,000	\$ 8,000	\$ 8,500	\$ 8,500	\$ 8,500	\$ 41,500
4. Equipment	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 12,500	\$ 62,500
5. Supplies	\$ 11,000	\$ 11,666	\$ 12,356	\$ 13,046	\$ 13,736	\$ 61,804
6. Contractual	\$ 77,500	\$ 77,500	\$ 80,060	\$ 82,666	\$ 85,022	\$ 402,748
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 5,550,000	\$ 7,800,000	\$ 7,800,000	\$ 10,800,000	\$ 10,800,000	\$ 42,750,000
9. Total Direct Costs (lines 1-8)	\$ 5,722,514	\$ 7,973,180	\$ 7,978,685	\$ 10,983,788	\$ 10,988,697	\$ 43,646,864
10. Indirect Costs*	\$ 8,572	\$ 8,572	\$ 8,774	\$ 8,948	\$ 9,125	\$ 43,991
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 5,731,086	\$ 7,981,752	\$ 7,987,459	\$ 10,992,736	\$ 10,997,822	\$ 43,690,855

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2007 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 6.2%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Indiana Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Lance V. Rhodes

Title: Chief Financial Officer

Date Submitted: 05/04/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input checked="" type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: -	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Lance V. Rhodes Title: Chief Financial Officer Applicant: Indiana Department of Education Date: 05/04/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION
Indiana Department of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Mr. First Name: Lance Middle Name: V
Last Name: Rhodes Suffix:
Title: Chief Financial Officer
Signature: _____ Date: 05/04/2010
ED 80-0013 03/04

Section 427 of GEPA

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

Attachment:

Title : GEPA Statement

File : [GEPA.doc](#)

In accordance with the provisions of GEPA, Section 427, the Indiana Department of Education examined six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access or participation in the benefits derived from programs supported by funds reserved for charter schools. Indiana is unequivocal in its commitment to erasing all barriers to participation in this program and to building safeguards in every phase of the program's implementation.

Indiana's charter school law states that, with exceptions for the lottery provision, "a charter school may not establish admission policies or limit student admissions in any manner in which a public school is not permitted to establish admission policies or limit student admissions".

The Indiana Department of Education is committed to ensuring that students with disabilities who attend charter schools receive services in the same manner as students with disabilities who attend other public schools, and Indiana charter schools fully embrace the purpose of the Individuals with Disabilities Act (IDEA) and adhere to policies, practices and procedures mandated by IDEA.

An increasing number of English language learners in Indiana, again in both rural and urban areas, represent a critical area of concern for the staff of the agency. Family literacy efforts give special attention in areas where there are large numbers of non-English speaking children. Every effort is made to publish parent materials in other (most predominant) languages.

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Ms. Kimb Stewart

Address:

* Street1: 151 West Ohio Street
Street2:
* City: Indianapolis
County: Marion
* State: IN* Zip / Postal Code: 46204 * Country: USA

* Phone Number (give area code) Fax Number (give area code)
(317)234-2137 (317)232-2589

Email Address:

KSTEWART@DOE.IN.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:**Attachment:**

Title :

File :

Project Narrative

Abstract Attachment Form

Attachment 1:

Title: **2010 Abstract** Pages: **1** Uploaded File: **2010_ABSTRACT.doc**

ABSTRACT

Indiana's charter school movement has grown, evolved and increased in strength since charter school legislation was passed in 2001. In 2002, the first year charter schools operated in the state, 1,271 students were enrolled in eleven charter schools in 2002 which represented 0.1% of the state's total public school population. In 2010 that number has increased to 18,512 students enrolled in fifty-three charter schools or 1.6% of the state's total public school population. The strength of Indiana's charter school community can be attributed to a strong yet flexible state law that values autonomy and does not place caps on the number of charter schools that may be created and does not limit the number of students that may be enrolled, a strong but varied authorizing community, and support from government and charter support organizations.

Indiana's CSP project has played an invaluable role in supporting that growth, having allocated over \$25 million in start up and implementation grants since 2001 that have fostered quality and innovation in the charter sector. Indiana charter schools create a public school option that serves diverse populations; provides professional educators with opportunities to employ their creativity; and offers parents, students, and the community expanded opportunities for involvement in the public school system.

With this application, Indiana seeks federal funding to continue the progress it has made. Through its new CSP project, Indiana proposes to achieve four goals: supporting academic success in charter schools; supporting diversity and closing achievement gaps through charter schools; supporting fiscal responsibility and stability to promote long-term charter viability; and increasing parent and community support for charter schools for sustained charter school growth. Indiana has set performance indicators for determining its progress toward meeting those goals, and through strategic activities and a comprehensive, independent evaluation, the SEA is confident that it will have a successful and fruitful CSP project.

The Indiana Department of Education is located at 151 W. Ohio Street, Indianapolis, IN, 46204. The Department's mailing address is 151 West Ohio Street, Indianapolis, IN, 46204. Any questions or requests for further information should be directed to the project's contact person, Kimberly Stewart, at (317) 234-2137 or kstewart@doe.in.gov.

Project Narrative

Application Narrative Attachment Form

Attachment 1:

Title: **2010 Indiana Project Narrative** Pages: **58** Uploaded File: **2010 Project Narrative_Final.doc**

Competitive Preference Priorities:

Indiana is applying for consideration under all competitive preference priorities.

Priority 1 – Periodic Review and Evaluation

Under Indiana Code 20-24-3-4 (Indiana Charter School Law is provided in Appendix A.), each charter school's charter proposal must describe the manner in which the sponsor will conduct an annual audit of the program operations of the charter school. In addition, IC 20-24-4-1 requires that each school's charter have a provision for sponsor review of the school's performance, including the progress of the school in achieving the academic goals set forth in the charter, at least one time in each five year period that the charter is in effect.

Indiana's two major sponsors, the Indianapolis Mayor's office and Ball State University, require a data-rich, annual review of charter school progress. The reviews are consolidated into accountability reports, published annually by each sponsor (see <http://www.indy.gov/eGov/Mayor/Education/Charter/Accountability/Pages/home.aspx>) for the Mayor's reports and <http://www.bsu.edu/teachers/charter> for Ball State University's reports—2009-2010 is still in process). Indiana charter schools sponsored by school corporations (either Evansville-Vanderburgh School Corporation or the Lafayette School Corporation) create their own annual reports each year for the board of the school corporation.

In addition to sponsor requirements, Indiana Code requires charter schools to publish annual performance reports (IC 20-24-9-6) in the same manner as traditional schools

are required to publish such reports and provide SEA notification. These reports include, among other data, assessment results, enrollment, graduation data (as applicable), attendance rates, average class sizes, and suspension and expulsion data. The data are accessible from the Indiana Department of Education's ASAP data page for each school: <http://www.doe.state.in.us/asap/data.html>. Finally, charter schools are required under Indiana Code (20-24-9-2) to report to the Indiana Department of Education on educational and instructional methods used and graduation data (as applicable) at least annually, as well as reporting other data required of public and charter schools (e.g., graduation, enrollment, attendance, etc.).

Priority 2 – Number of High Quality Charter Schools

Indiana has shown steady progress in increasing the number of high quality charter schools in the state. Since its law was introduced in 2001, Indiana has seen fifty-six schools open. Currently, there are fifty-three schools open in the state. Two schools have been closed for not implementing the school's program in accordance with the charter, thus demonstrating Indiana sponsors' dedication to accountability. One school decided to return their charter to the sponsoring entity. While fifty-three schools in nine years does not qualify as explosive, growth for the sake of growth has never been part of Indiana's chartering design. Indiana's charter school movement is focused on quality, though the state has seen great charter school growth, especially in the last few years. In 2002, eleven charter schools opened, followed by an additional five in 2003 (two of which have since been closed). 2004 saw the beginning of an upswing in charter school openings, with seven in 2004, seven in 2005, nine in 2006, four in 2007, nine in 2008, and four in 2009. Ten schools have been authorized to open in 2010, and it is likely that

an additional one will be authorized in the next few months. Thus, it is clear that Indiana's charter growth, while controlled by design, shows no signs of stopping. Indiana's charter school enrollment has increased from 1,271 in 2002-2003 (0.1% of Indiana's total public school enrollment) to 18,512 (over 1.6% of Indiana's public school population) in 2009-2010. Along with this sustained growth, there is anecdotal evidence that demand remains high as there are thousands of students on waiting lists for charter schools year after year.

Caps that may have previously hindered charter school growth in Indiana have sunset and are no longer in place. Caps on sponsorship have not been in existence in Indiana since 2005. A cap on the total amount of state tuition support that could be distributed to charter schools has expired as well. .

In a unique and interesting non-traditional approach, two Indianapolis school districts organized charter high schools (which are completely autonomous of the school district) and approached the Indianapolis Mayor's office for sponsorship. The schools were both sponsored, with one opening in 2005 and one opening in 2006. As school reform efforts continue and school accountability increases, additional school districts in the state are contemplating the model of serving as the organizer of charter schools as opposed to assuming the responsibilities of a sponsor, while others are contemplating encouraging their community members to organize charter schools that they would sponsor. Finally, in another unique partnership, an Indiana public university that is focused on science, agriculture, and engineering has partnered with the organizers of a charter school sponsored by another university. The partner university is dedicated to research and implementation of best practices, serving diverse populations in urban

environments and will provide the school with professional development, research, analysis, and curriculum development. The charter school will be a hands-on learning environment for university professors and provide unique opportunities to university students learning to be educators in a real world environment applying 21st Century skills.

More importantly, Indiana's charter schools are of high quality and are focused on increasing the student achievement, especially for educationally disadvantaged and underserved students. As described in detail in Selection Criteria I, Indiana's charter schools have shown growth as measured by Indiana's standardized test, the ISTEP+ (see Selection Criteria I). Moreover, as described in Criteria I, Indiana's charter schools serve a larger percentage of free/reduced lunch eligible students and minority students than traditional public schools in the state.

Priority 3 – One Authorized Public Chartering Agency other than a Local Educational Agency (LEA), or an Appeals Process.

Indiana meets both of these criteria. By Indiana law (IC 20-24-1-9), chartering agencies (called "sponsors" in Indiana) can be the governing bodies of school districts, four-year public accredited universities, or the Indianapolis Mayor's office. Currently, the Indianapolis Mayor is the only mayor in the United States that has chartering authority, and he has put it to good use. The Mayor's office has twenty-two operating charter schools. One university, Ball State University in Muncie, Indiana has acted as a charter school authorizer and has sponsored thirty-six schools. Another university has periodically expressed interest in becoming a charter authorizer. Finally, two school corporations currently sponsor charter schools. Evansville-Vanderburgh School

Corporation in Evansville, Indiana has sponsored two charter schools in that city and the Lafayette school corporation has authorized one school.

In addition to a state law that allows for multiple charter school sponsors and the participation of at least one entity in each eligibility area, Indiana's law (IC 20-24-3-12) also allows for an appeals process for any school whose charter proposal is rejected by a sponsor. The rejection may be appealed to a five-member Charter School Review Panel which, under legislation, consists of the governor or governor's designee, the state superintendent of public instruction (chair), and three additional appointed members. The appointees must be a person with financial management experience who is appointed by the governor; a member appointed by the state superintendent; and a community leader with knowledge of charter school issues, who is appointed jointly by the governor and state superintendent. Upon the request of an organizer, the panel must assemble to consider the rejected proposal and the reasons for the sponsor's rejection. The organizer and sponsor are required to participate in the meeting, and all panel decisions are determined by a majority vote of the panel's members. After testimony and deliberation, the panel may make one of three findings: support of the sponsor's rejection; a recommendation for proposal amendment by the organizer; or approval of the proposal. Board approval is considered conditional until the panel receives written notice from the organizer and an eligible sponsor who has agreed to serve as sponsor for the proposal. Findings must be issued within forty-five days after the panel receives the request for review.

Priority 4 – High Degree of Autonomy

Indiana's charter school law values individual charter school autonomy. One of the purposes of establishing charter schools is to "allow public schools freedom and flexibility in exchange for exceptional levels of accountability" as stated in Indiana Code (IC 20-24-2-1). Charter schools are accountable, under IC 20-24-9-3, only to their sponsors for maintaining compliance with applicable laws and their charters.

In a recently released issue brief published by the National Alliance for Public Charter Schools, Joe Ableidinger and Bryan Hassel of Public Impact identify seven types of autonomy that enable schools to achieve. Freedoms in the areas of hiring and management of teachers, over curriculum decisions, scheduling, finances, governing body member selection, and definition of a unique school culture are all available to Indiana charter schools. (Free to Lead: Autonomy in Highly Successful Charter Schools, Ableidinger and Hassel, 2010)

One of the strengths of the Indiana charter school law is the broad exemption from education statutes, rules, and regulations in Indiana Code which details a list of 20 specific statutes, rules, and regulations apply to charter schools instead of which ones they are exempt from (IC 20-24-8-4). . It has been easier for the schools to focus on the effective implementation of the laws that do apply, such as accountability for school performance and improvement, as opposed to seeking further exemptions from laws that might hamper their freedom and flexibility.

Indiana Code designates charter schools as fiscally autonomous (IC 20-24-7-1). According to code, the charter school organizer is established as the fiscal agent for the school; therefore, all federal, state, and local funds flow directly to the charter school. IC 20-24-7-1 specifically states that the charter school organizer has exclusive control of

funds received by the charter school and financial matters of the charter school; therefore, charter schools have control over their own budgets. Under IC 20-24-8-1, a charter school may sue and be sued in its own name; acquire real and personal property or an interest in real and personal property by purchase, gift, grant, devise, or bequest; convey property; and enter into contracts in its own name.

Finally, charter schools maintain control over employed personnel under IC 20-24-6-1, as individuals who work at charter schools are employees of the charter school or of an entity with which the charter school chooses to contract to provide services. Under IC 20-24-6-2, individuals must choose to be teachers at a charter school voluntarily, and a charter school must voluntarily choose those individuals to be its teachers.

Invitational Priority -- The SEA is not addressing the Invitational Priority in this application.

Application requirements are answered within each appropriate Selection Criteria.

Application Requirements i (objectives), iv (dissemination of best or promising practices), and vii (IDEA) are included in Selection Criteria I.

Application Requirements ii (informing charter schools of Federal grant programs), and iii (ensuring commensurate share) are included in Selection Criteria III.

The SEA is not proposing the creation of a revolving loan fund (as Indiana Code already provides for a charter school advancement loan from the state's common school fund); therefore, Application Requirement v is not addressed.

Application Requirement vi: Waivers

The Indiana Department of Education is seeking two waivers from two regulatory provisions of the CSP in the areas. We are seeking a waiver of section 5202 (c)(1) which limits an SEA to a three year grant period. The SEA requests a 5-year or 60 month grant period to ensure continuity of support for the successful creation and operation of high quality charter schools.

A five-year grant would enable the SEA to have more time to achieve the objectives set out in this grant application. Indiana has put considerable resources into the development of the goals, objectives, and indicators for this application. A five-year grant period would ensure adequate time and resources could be devoted to the full implementation of the grant program. Baselines have been established for each of the indicators the SEA has developed for each of the goals in the application. Significantly, a five-year grant term will mean that a critical component of this application will be thoroughly and effectively implemented – the external evaluation. The additional time will provide a more meaningful assessment of the progress toward achieving the goals of this application and allow the SEA to react to and implement the evaluator's suggestions. Finally, a five-year grant term would provide needed stability to Indiana's charter school movement by assuring charter school organizers that the grant will be available in the foreseeable future. In 2009, Indiana was awarded a five-year Charter School Facilities Incentive Grant that provides facilities funds to charter schools for the first time. In conjunction with the facilities grant, a longer term for the CSP grant will encourage more organizers to propose, plan and implement high quality charter schools.

Indiana also seeks a waiver to allow additional flexibility in the application of

Section 5204 (f)(3)(B)(iv) that states that CSP funds may be used for “other initial operational costs that cannot be met through State or local resources”. The traditional interpretation of this statute does not allow for CSP implementation funds to be used for ongoing operational expenditures such as salaries. Currently, Indiana school corporations are funded on a calendar year basis. For new charter schools this means that while the school begins serving students in August and operational expenses such as teacher and administrative salaries are met through state sources, the school will not begin to receive tuition support payments for these expenses until the following January. Indiana would like to allow charter schools to use CSP funds for select operational costs in the first six months of serving students.

Operational costs allowed would be limited to teacher and professional administrative staff salaries and utilities in the first six months of operation. Schools in their second year of operation would be limited to teacher salaries for schools adding grade levels or that demonstrate increased enrollment that would justify additional staffing in the first six months of the school year.

Selection Criteria I: The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students to achieve State academic content standards and State student academic achievement standards.

Indiana’s charter schools grant program is designed to support schools that assist educationally disadvantaged and other students achieve State academic content standards and State student academic achievement standards.

Indiana has had a CSP project since 2001, when the state’s charter school law was first passed. Charter schools in Indiana first opened in 2002. Since 2001, Indiana’s

CSP project has provided over \$25,000,000 in subgrants for planning, program design, and implementation. Funds distributed to Indiana charter schools through CSP have been used for a variety of purposes, including purchasing curricular materials, development and enhancement of the schools' educational programs, and professional development activities.

Indiana's charter schools have demonstrated a commitment to serving diverse populations. Currently, of the 18,512 students enrolled in 53 charter schools throughout the state, about 71% are minorities, well exceeding the state average minority enrollment of 24%. About 68% of the current Indiana charter school population is free or reduced lunch eligible, compared to a state average of 43%.

Indiana charter schools do not simply *enroll* diverse populations—they are, in fact, helping their students grow *academically*. Though most charter schools in their first year of existence have groups of students who were not passing ISTEP+ before they came to the charter school, many have made significant progress. For example, every charter school sponsored by the Indianapolis Mayor's Office demonstrated average to above average growth on the standardized test based on Indiana Academic Standards called the ISTEP + in 2008-2009. In 2008-2009, the average improvement in the ISTEP+ rates in Mayor-sponsored charter elementary schools was 6.9 percentage points, compared to 1.3 points statewide and 1.5 points in Marion County (which includes the 11 Indianapolis school districts). For secondary schools, the improvement was 6.5 percentage points compared to a 0.75 point decline statewide and 0.87 point decline in the county. (See 2009 Mayor's Office Accountability Report: <http://www.indy.gov/eGov/Mayor/Education/Charter/Accountability/2009/Documents/08>

[-09%20Executive%20Summary%20Web.pdf](#)).

One example of a successful former PCSP grantee is Christel House Academy. Christel House was a PCSP grantee from 2002-2005. The school is located in Indianapolis and serves a predominantly minority (66%) and high poverty (85%) population. Christel House has seen its ISTEP+ passing percentage grow from 28% in 2002 to 74% in the spring of 2009. Christel House has made AYP every year it has been assessed, including in minority and special education subgroups.

In the fall of 2009, Indiana unveiled the first version of its new growth model, which is designed to examine not only the performance of students and schools, but also growth from year to year (and across multiple years) in proficiency as measured by ISTEP+. The growth model compares a student to a similar cohort of students and creates a growth percentile, demonstrating whether the student showed the equivalent of one year's growth between years. "Average" growth is defined as growing in the 35th to 65th percentile; growth above the 65th percentile is above average. (See <https://learningconnection.doe.in.gov/Article.aspx?art=8> for more information).

Indiana's charter schools performed particularly well when looking at growth percentiles. Seventy percent of charter schools exceeded the growth shown in Math by districts in which they are located, and 35% exceed growth shown in English/Language Arts in similar districts. One of Indiana's charter schools, Charter School of the Dunes, located in Gary and serving a high percentage of minority and high poverty students, had a median student growth percentile of 76.5 in Math and 70.0 in English/Language Arts, exceeding the performance of all but four schools in the state in Math, and having the highest growth percentile in the state in English/Language Arts.

Indiana's goals and action steps for its CSP project include targeted activities to help its schools continue to increase the academic achievement of all students, as well as close achievement gaps between minority/non-minority and free and reduced/paid lunch groups. Specific goals and action steps are provided in this section (see Goals and Objectives, below).

Compliance with Special Education Law (Application Requirement VII)

As part of their dedication to serving all students, Indiana's charter schools, all of which are considered LEAs in Indiana, are required to meet federal special education laws, and also Indiana special education law. . When a charter school is approved to open, the charter school's organizer or board must decide how it will provide special education services. In Indiana, a new charter school has two options: they may hire their own Director of Special Education or they may vote to join a local special education cooperative.

In the SEA's charter school subgrant application, applicants must specifically delineate the ways in which they will maintain compliance with federal and state special education law. In addition, charter schools sponsored by the Indianapolis Mayor's office are required by the sponsor to undergo annual special education audits conducted by the Indiana Department of Education. Ball State University has hired Bob Marra, former long-time Director of Special Education at the Indiana Department of Education, as their Special Education Coordinator, with a special emphasis on compliance. Bob has a long history of working with charter schools to effectively serve special education students. EVSC and Lafayette School Corporation sponsored schools are required by their sponsors to have yearly walkthroughs to ensure compliance with special education.

Sharing Best and Most Promising Practices (Application Requirement IV)

Reform efforts and increased accountability for all public schools in the state have allowed the Department of Education to capitalize on the opportunity to highlight and disseminate these promising practices to LEAs in the state. As described in the Goals and Objectives section, Goal 4, below, the Department is determined to move forward with a strong dissemination program that highlights successful charter schools. This program will include internal components such as a complete overhaul of the charter school web page to include more specific information about each charter school in the state, the utilization of multimedia tools such as podcasts and video segments, and more effective use of the SEA's communication staff and external components such as a partnership with the Indiana Public Charter Schools Association (IPCSA), particularly their successful Charter Schools Rock! enrollment fairs and information sessions.

Moreover, Indiana will utilize its Learning Connection tool to share information about charter schools' innovative and effective practices. The Learning Connection, inaugurated in February 2010, is designed to provide opportunities for educator collaboration, including sharing effective and promising practices; providing parents with access to information that will help their children succeed; and providing educators with longitudinal data to promote data-driven instruction. Indiana is in the process of creating a Best Practices Clearinghouse, which will reside within Learning Connection. Indiana will use the Clearinghouse to share charter school innovative and promising practices with a large, statewide audience of Learning Connection users (parents, educators, and the general public). See <https://learningconnection.doe.in.gov/Article.aspx?art=5> for

more information about Learning Connection).

Goals and Objectives (Application Requirement I)

The goals and objectives that Indiana has created for its CSP project represent its dedication toward supporting high quality charter schools that serve diverse students, including educationally disadvantaged students. As a non-authorizing entity, the Indiana Department of Education finds that CSP funding creates a vital link between the SEA, the state's charter school sponsors, and Indiana charter schools.

Each project goal is detailed below, followed by action steps that will be undertaken to achieve the goal, and measurable performance indicators that will help the SEA determine if the goal has been achieved.

Goal 1: Prepare charter schools to be academically successful.

Action Steps to Achieve Goal 1:

Activity 1.1: Work with the charter school advisory group, which includes state charter school sponsors and the Indiana Public Charter School Association, to expand planning grant application sections to require more extensive descriptions of specific steps to be taken to implement the curriculum described in the charter. Elements to be added to the application include a description of potential challenges and success implementation of the curriculum.

Activity 1.2: Revise implementation continuation requests to include increased funding in Year Three for schools that are showing significant growth using the Department's growth model.

Activity 1.3: Provide research-based professional development workshops (through administrative funds) related to student services (including mental health and special education) and curriculum.

Activity 1.4: Implement new electronic grants management software that will help create a system that will award planning funds earlier in the life of the charter school.

Explanation of action steps: Indiana's subgrant process for awarding funds to charter schools includes sections in which charter schools must describe their educational goals and achievement objectives, including ways in which the charter school will help educationally disadvantaged students (including free/reduced lunch eligible and minority students) meet Indiana Academic standards. Thus, Indiana has already established a subgrant process (see Selection Criteria IV) that, in part, ensures that funded charter schools are prepared to meet the needs of all students. As is described above, the SEA is working with its Advisory Group to strengthen the planning portion to enable charter schools to better plan for effective curricular implementation. The CSP Advisory Group consists of various charter stakeholders, such as the state's major charter school sponsors, charter school advocacy groups, and policymakers. The Group works in a non-rulemaking, advisory capacity to the SEA project manager.

With the help of the Advisory Group, the SEA will strengthen the alignment between the required strategic plan, curriculum description, implementation strategy, and grant expenditures. During monitoring visits the SEA has noted that these components are often disconnected and implemented in a piecemeal fashion. It is apparent that charter school organizers need a grant process that assists them in creating a more comprehensive and strategic program that reinforces the effective use

of CSP funds and professional development focused on application development and implementation. To assist with this, Indiana will establish a mentor program in which a newly organized charter school will be paired with a more experienced charter school.

The SEA will also expand the sections in which charter schools describe research-based or replicated models upon which they will be based, as well as increasing points awarded for this section. As a non-authorizing entity, it is important for the SEA that the CSP application is aligned to the charter proposal application submitted to the sponsors. Because the SEA is confident that its sponsors have high standards for charter proposal approval, it feels that strengthening and developing these sections while ensuring alignment with the approval process will result in higher quality charter schools and increased academic performance.

Additional steps for Goal 1 will include the a system for increasing implementation awards in Year Three (where funding is available) for schools that have shown demonstrated progress in increasing student growth on ISTEP+ tests (specific criteria will be determined with the assistance of the Advisory Group). Additionally, the SEA will use administrative funds to provide research-based professional development workshops for charter schools that are focused on strategies for providing student services, such as mental health services, response to intervention techniques, and instructional techniques within the curriculum. Finally, the SEA will implement an electronic grant management system that will help with the efficient and effective administration of the CSP at the SEA level thus creating a more responsive and accountable program.

Evaluation: As described in Selection Criteria VI, the SEA will use 20% of its

administrative funds for an external evaluation that will, in part, focus on Goal One, including an analysis of the effectiveness of SEA activities on meeting performance indicators (described immediately below), and an analysis of the specific effects that CSP funding and funding activities have on later charter school academic achievement.

Performance indicators: The following **performance indicators** have been set to help the SEA determine that it has met Goal 1:

1. The percent of students passing ISTEP Math for schools in at least the second year of operation will increase by at least 2% each year. (Baseline: 56%)
2. The percent of students passing ISTEP English for schools in at least the second year of operation will increase by at least 2% each year. (Baseline: 54%)
3. The percent of schools with above average growth on ISTEP in Math (greater than 65%) will increase by 2% each year. (Baseline: 23%)
4. The percent of schools with above average growth on ISTEP in English (greater than 65%) will increase by 2% each year. (Baseline: 3%)
5. The percentage of schools exceeding growth in ISTEP Math in the district in which the school is located will increase by 2% each year. (Baseline: 70%)
6. The percentage of schools exceeding growth in ISTEP English in the district in which the school is located will increase by 2% each year. (Baseline: 35%)
7. The percentage of schools open for more than 3 years making AYP will increase by 2% each year. (Baseline: 41%)

Goal 2: Support and prepare charter schools to serve diverse populations and close the achievement gap between minority and non-minority and paid lunch and free/reduced price lunch student groups.

Action Steps to Achieve Goal 2:

Activity 2.1: Utilize implementation continuation requests to provide competitive preference points for charter schools that serve proportions of minority and free/reduced lunch students that at least match that of the district in which they are located.

Activity 2.2: Utilize planning grant applications to include preference points for charter high schools that plan to locate in areas in which there is at least one high school that has not made AYP for two consecutive years or that has a graduation cohort rate of 60% or below.

Activity 2.3: Revise implementation award process in promoting growth for student subgroups to include Year Three award increases for schools that are showing significant progress in reducing achievement gaps, with preferential awards given to charter high schools that are closing the gap.

Activity 2.4: Establish a partnership with an entity such as the Indiana Public Charter School Association to provide research-based professional development activities related to closing the achievement gap and appropriately serving students from high-risk populations.

Explanation of action steps: With the support of its Advisory Group, in 2007 the SEA began including competitive preference points for schools that serve minority and free/reduced lunch populations that at least match the populations of the districts in which they are located. As shown in this application, Indiana's charter schools are serving high proportions of students from minority and poverty backgrounds. The SEA also includes preference points for charter high schools that plan to locate in areas in which there is at least one high school that has not made adequate yearly progress

(AYP) for two consecutive years, or at least one high school that has a graduation cohort rate of 60% or lower. 75% of Indiana's charter high schools are located in these needy areas, which have benefited from charter high schools that implement innovative techniques for student engagement, similar to innovations already being offered by Indiana's twelve existing charter high schools.

Again, the SEA recognizes that simply planning to serve these students is not sufficient; therefore, the SEA will build the possibility for increased awards during the implementation phase for schools that are showing promising progress in reducing achievement gaps between minority and non-minority students and free/reduced lunch eligible students and paid lunch students, with preference going to charter high schools that are closing the gap. Specific criteria for award increases will be developed in conjunction with the Advisory Group. As in Goal 1, the SEA will use administrative funds to provide research-based professional development activities for all charter schools on reducing achievement gaps and serving highly at-risk populations.

Evaluation: The evaluation (described in Selection Criteria VI) will include an analysis of the effectiveness of SEA action steps in achieving performance indicators for Goal 2, including an analysis of specific ways in which CSP funding and funding activities help charter schools reduce achievement gaps.

Performance Indicators:

1. The percentage of charter schools exceeding one year's growth in at least one subgroup will increase by 2% each year. (Baseline: 26%)
2. The percentage of charter schools exceeding one year's growth with the lowest 25% of students in their schools in both English/Language Arts and Math will increase by 2%

each year (Baseline: not currently available; awaiting State Board approval for state's definition of bottom 25%)

3. At least 40% of charter schools will enroll a population that exceeds the state average for minority and free and reduced price lunch enrollment each year. (Baseline: 60% exceed in free/reduced lunch; 74% exceed in minority)

4. The percentage of free and reduced price lunch students and minority students enrolled in charter schools will exceed the state average each year. (Baseline: 68% of charter school students qualify for F/R lunch; 71% are minorities; 43% of all students in the state qualify for F/R lunch; 23% are minorities)

5. The percentage of schools open three (3) years or more that make AYP in minority subcategories in Math will increase by 2% each year. (Baseline: 82%)

6. Percentage of schools open three (3) years or more that make AYP in minority subcategories in English will increase by 2% each year. (Baseline: 59%)

7. Percentage of schools open three (3) years or more that make AYP in free and reduced price lunch subcategory in Math will increase by 2% each year. (Baseline: 86%)

8. Percentage of schools open three (3) years or more that make AYP in free and reduced price lunch subcategory in English will increase by 2% each year. (Baseline: 68%)

Goal 3: Support charter schools to be fiscally responsible and stable for long-term viability

Action Steps to Achieve Goal 3

Activity 3.1: Establish a partnership with an entity such as the Indiana Public Charter School Association to provide professional development in the area of board development that is required of subgrant recipients.

Activity 3.2: Share funding information with potential charter school organizers through face-to-face meetings and a series of webinars.

Activity 3.3: Conduct CSP grant writing workshops for planning grant applications and continuation requests.

Activity 3.4: Support workshops conducted by the SEA's Division of School Finance and other SEA divisions that oversee funding opportunities, including Title I and Special Education.

Activity 3.5: Conduct phone, desk, and on-site monitoring of CSP subgrantees to ensure legal efficient and effective use of CSP funds and to ensure that CSP project goals are being met.

Explanation of action steps: Often, fiscal instability is a reason that charter schools are closed or have their charters non-renewed. Current economic conditions have resulted in an overall decrease in the amount of funding the State can provide to school corporations through state tuition support payments, creating an even greater need for charter schools to be fiscally stable. The SEA, though a non-authorizing entity, is determined to play any part it can, through its CSP oversight and grant funding, to prevent schools from closing due to fiscal instability. Because CSP funds are often some of the first monies that charter schools receive to assist with start-up and implementation, it is important that funded schools exhibit fiscal stability and sound continuation plans for the period after CSP funding has expired. Through the SEA's

monitoring process it has become apparent that one of the keys to fiscal stability in charter schools is effective financial oversight by the charter school board. Therefore, the SEA plans to establish a partnership with the IPCSA to provide professional development specifically geared to the appropriate selection of board members and board development. Participation in the board development trainings will be required for all CSP grantees.

The SEA also plans to conduct meetings with charter school organizers and potential organizers, as it has in the past, to discuss funding opportunities, including charter schools' eligibility for state and federal funding and private grant funding. Moreover, in order to assist applicants with the application phase of the CSP project, the SEA will continue to conduct grant writing workshops. The SEA CSP office will also participate in and support informational and technical assistance workshops conducted by other SEA divisions related to funding opportunities. . In June 2010 the Department is working in cooperation with the IPCSA and the sponsors to conduct a pre-conference workshop the day before the state charter school conference. The agenda, developed with the charter school advisory group will include presentations by the Office of School Finance, Office of Special Education (specific to the application for federal special education funds), and the Office of Charter Schools (specific to the newly implemented per pupil facilities grant). An interactive presentation utilizing The Learning Connection, the state's tool to provide data, resources, and tools to support student achievement (specifically the state's adoption of a growth model for accountability) will be part of the pre-conference and the conference.

To ensure fiscal accountability with CSP subgrant funds, the SEA has developed

an in-depth monitoring process for CSP subgrantees. During the planning phase (usually up to twelve months before the charter school opens), the SEA conducts phone monitoring, which includes a discussion of the charter school's planning budget, ways in which funds have been expended, and how implementation funds may be used. At the end of the planning period, each charter school must submit a complete expenditure report that details how funds were spent (the expenditure report must match the approved budget). Finally, each subgrantee must submit a report documenting progress toward meeting CSP project goals set for the planning phase. During the first implementation year, the SEA conducts an on-site visit to view purchases made with planning and implementation funds. At the time of the visit, the SEA encourages the school to discuss any questions or concerns it might have or any changes it might like to make to its second year implementation budget request. At the end of the first implementation year, subgrantees must again submit expenditure reports and progress reports related to goal attainment. In addition, a sample of schools is randomly selected for a fiscal audit. These schools must submit receipts for each expenditure made with planning funds and first-year implementation funds. If at any time financial discrepancies are discovered or it is determined that a school is not making progress toward achieving its CSP subgrant goals, the subgrantee may be placed on high risk status, have funding revoked, be ordered to repay misspent funds, or have future funding reduced or denied. At the end of Year Two of implementation (Year Three of the CSP subgrant), each school must submit a final expenditure report and final goal attainment report. The U.S. Dept. of Education monitoring report of the Indiana CSP conducted in 2009 determined that Indiana's subgrantee monitoring format is a

promising practice that could be replicated by other CSP state grantees.

Evaluation: As noted in Selection Criteria VI, the independent evaluation of the SEA project will examine the effectiveness of SEA activities in meeting performance indicators for Goal 3, as well as an analysis of per-pupil costs for CSP projects and the most effective and efficient use of CSP funds.

Performance Indicators: The following **performance indicators** have been set to help the SEA determine if, through its action steps, it has met Goal 3 (additionally, current baseline data has been provided):

1. 90% of charter schools receiving PCSP funds have satisfactory monitoring report with no findings. (Baseline: 1 of 6 schools monitored in the past year received findings related to the operation of the program; 93.75% had no findings)
2. 100% of charter schools receiving PCSP funds with findings on their monitoring report correct the issues within 6 months of the report. (Baseline: 100% of schools with findings successfully corrected the issues that generated the findings within 6 months)
3. 0% of charter schools receiving PCSP funds will close due to financial issues. (Baseline: Since 2001, 2 of 55 schools have closed due (only in part) to financial issues; 3%)

Goal 4: Increase parent and community knowledge of and satisfaction with charter schools leading to charter school growth.

Action Steps to Achieve Goal 4

Activity 4.1: Work with divisions within the SEA to create a series of videos to highlight best practices in areas such as innovation, academic performance, and special education to provide professional development to charter schools.

Activity 4.2: Expand IDOE charter schools Website to include sections on best practices, innovation, exemplary CSP subgrantees, and achievement.

Activity 4.3: Create a partnership with an entity such as the Indiana Public Charter School Association to conduct a comprehensive community awareness campaign about charter school options in Indiana, including informing the public about charter school achievement and best practices.

Activity 4.4: Leverage the Department's Learning Connection tool to create charter school parent communities and share information about charter school best practices.

Activity 4.5: Conduct professional development workshops for charter schools about community and parent relations.

Explanation of action steps: As a non-authorizing entity, the SEA does not have the ability to directly increase the number of charter schools in the state. However, through its partnerships with the state's sponsors and its Advisory Group, the SEA believes that parent and community awareness activities can help increase public support for charter schools, parent interest in charter schools, and parents' level of information about charter schools. These activities, if properly implemented, have the potential to increase the overall number of high quality charter schools in the state, as well as the number of students enrolled and remaining in charter schools. Moreover, the more informed parents are before they enroll their child in a charter school (or any new school), the more satisfied they may be with that school, because they will have ensured that they have made the right choice for their children. If community awareness is increased, especially awareness of what charter schools are, how they function, what their advantages are, and how they are currently achieving, the community, including

policymakers, may become more supportive of charter schools overall. Though charter schools do currently have broad support in some communities (especially, it seems, among those who are most impacted by charter schools), they still lack statewide support in all communities. Growth in community support for charter schools may lead to the creation of additional high quality schools and an increase in the number of children attending charter schools.

A coordinated community awareness campaign that includes public service announcements, newsletters, and literature for parents about what questions to ask before enrolling one's child in school or switching one's child from one school to another may help parents become more informed about making the right choices for their children. The CSP office will work in conjunction with the SEA's Division of Communications to implement the campaign. During the campaign, parents and the community will learn more information about charter schools, charter school achievement, and whether and when a charter school may be right for their children. Part of the campaign will include sharing information, during National Charter Schools Week and at other times during the year, about charter school best practices and unique contributions to educational success. Professional development workshops for charter schools related to parent and community outreach will help charter schools ensure that parents and the public are informed of their options.

In addition to external partnerships the SEA will implement a series of internal action steps utilizing available multimedia resources. Not only will these resources provide information about best practice areas to the parents and the community as a whole, their broad availability will enable charter schools to network and support each

other. The SEA is currently working with the Office of Student Services to highlight the implementation of best practices in the area of school safety specifically for charter schools. Because charter schools may be located in a variety of non-traditional buildings they may face unique challenges in the creation and implementation of an effective school safety plan. The development of the series of 5 short video segments designed to be visually engaging and focused on the identification of resources and best practices will not only provide valuable information to charter schools but demonstrate charter schools implementation of effective practices to the general public.

Finally, the SEA will utilize its interactive tool, the Learning Connection, to create charter school communities for parents and charter school educators. The SEA will leverage the Best Practices Clearinghouse, currently under construction and to be placed in Learning Connection, to share information about charter schools' promising practices with a statewide audience.

Performance Indicators: The following **performance indicators** have been set to help the SEA determine if, through its action steps, it has met Goal 4 (additionally, current—baseline—data has been provided):

1. Percent of people claiming knowledge of charter schools as measured by the Indiana Association of Public Charter Schools poll increases by 5%. (Baseline: 36%)
2. The total number of charter schools open and operating in the state increases by 15 by 2013 and 25 by 2015. (Baseline: 53 charter schools are currently open and operating. (1 charter revoked - to close at the end of 2010-2011 school year.)
3. The percentage of students enrolled in charter schools increases by 5% by 2013; 7% by 2015. (Baseline: 1.6% of public school students are enrolled in charter schools.)

Selection Criteria II: The degree of flexibility afforded by the SEA to charter schools under the State's charter school law

Indiana's charter school law, passed in 2001, has consistently received a grade of "A" from the Center for Education Reform (CER). Laws are graded, in part, on flexibility and autonomy; Indiana's high ranking demonstrates that its state law provides for a high degree of both.

Indiana Code 20-24-8-4 specifically exempts charter schools from any Indiana statute applicable to a governing body or school district; any rules or guidelines adopted by the state board of education; any rules or guidelines adopted by a school district, unless the rule or guideline is specifically incorporated into the school's charter; and any rule or guideline adopted by the advisory board of the state's teacher licensing division, except for those rules that assist a teacher in gaining or renewing a standard or advanced license. A charter school must operate in accordance with state law and comply with all state statutes pertaining to student due process and health and safety, special education, standardized testing, unified accounting procedures, and compulsory school attendance. Charter schools and their self-created boards have complete control over their daily operations, curricular and instructional decisions, length of school year, and length of school day. By virtue of being exempt from most state laws, rules, and regulations, charter schools are free to practice innovation on a daily basis.

Charter schools have legal and fiscal autonomy, specifically granted by state law. The organizer of a charter school is the fiscal agent for the school, and the organizer has exclusive control of funds received and financial matters of the charter school. In Indiana, all charter schools are treated as school districts for funding (federal, state, and

local) purposes; therefore, charter schools receive funding directly, and it does not flow through a school district or other entity. The charter school has full autonomy over its budget and accounting, though it must maintain unified accounting procedures and generally must have its initial budget approved by its sponsor.

By state law, employees that work in a start-up charter school are employees of that charter school (IC 20-24-6-1) or of any entity with whom they choose to contract. Employees of conversion charter schools (Indiana has one) are employees of both the charter school and the school district that sponsored the charter school (IC 20-24-6-1).

Indiana law establishes the administrative relationship between charter school organizers and sponsors (authorizers). Charter schools are accountable solely to sponsors under Indiana law (IC 20-24-8-3). Indiana Code 20-24-3-4 requires charter school proposals to include provisions for sponsors to conduct an annual program audit, and IC 20-24-4-1 contains provisions requiring each charter to include mechanisms for sponsor review of the school's performance, including the school's progress toward achieving academic goals set forth in the charter.

Indiana charter schools have self-created governing bodies (charter school boards) that govern the schools. Most of these bodies consist of community members, educators, business leaders, and others who work together to create and enforce policy for the school, make personnel decisions, and ensure that the charter school is in compliance with applicable laws and its charter. In order to further ensure autonomy, the SEA subgrant process requires charter schools to submit a complete description of the ways in which the charter school is autonomous, including a description of any and all contracts into which the charter school has entered. All contracts must establish the

charter school governing board as the entity responsible for the charter school; any contracts for services (such as contracts with educational management organizations, outside organizations for curricular services, etc.) must clearly establish the ability of the charter school governing body to end the contract at any time.

Selection Criteria III: The number of high-quality charter schools to be created in the State

Indiana charter schools have shown growth since the introduction of the charter school law in 2001. Growth has been steady and controlled in order to ensure that authorized charter schools are of the utmost quality. Indiana's two major sponsors, Ball State University and the Indianapolis Mayor's Office, have authorized schools each year. Since 2001, the Mayor's office has authorized twenty-two schools (five, possibly six will open in 2010), while Ball State University has authorized thirty-six (four will open in 2010). Two school districts, Evansville-Vanderburgh School Corporation, which has two schools, and the Lafayette School Corporation, which has one charter school, are also authorizers. The sponsors are clearly dedicated to high quality schools—each has a rigorous proposal process, including initial statement of intent review, full proposal review, and public meetings. Each of the major sponsors has followed through on accountability provisions, closing one school each for curricular issues, financial concerns, and lack of academic quality. Despite their commitment to high quality, each major sponsor remains dedicated to increasing the number of charter schools throughout the state. To provide as many opportunities for application as possible, each sponsor has multiple application windows throughout the year. Moreover, each sponsor remains in close contact with SEA staff to set up meetings between potential organizer

and the SEA related to budgeting, potential CSP funding, other funds available, and reporting requirements.

In 2001, eleven charter schools opened in Indiana. As previously noted (see Selection Criteria I), these schools have demonstrated their quality through consistent growth on ISTEP+. All eleven schools, including two high schools whose missions are to serve highly at-risk and disengaged students, remain open and operating. Five additional schools were opened in 2003, though two were closed by their sponsors (BSU and the Mayor's Office) for reasons previously mentioned. The small number of schools that opened in 2003 has proved to be an anomaly. Only twice since then have fewer than seven schools opened each year—seven in 2004, seven in 2005, and nine in 2006, four in 2007, nine in 2008, and four in 2009—bringing Indiana's total to fifty-three. In addition, nine (and possibly 10) new charter schools will open in 2010. More and more school districts are expressing interest in organizing charter schools, partially as a result of increased education reform efforts implemented by the SEA.

Encouragingly, schools have begun to open in areas that previously had no charters. Between 2002 and 2003, the majority of charters were located in Indianapolis and Gary. However, since that time, schools have opened in a variety of cities, including rural Graysville; the urban fringe of East Chicago; the town of Richmond, on the border of Ohio; and even the Indianapolis suburban areas of Noblesville and McCordsville. Charter schools continue to be introduced into towns where no charters previously existed including Columbus, LaPorte, Bloomington, Muncie (home of Ball State University) and Sellersburg.

As noted in Selection Criteria I, the SEA's CSP project plan includes methods for

supporting high quality charter schools that serve diverse populations and that meet academic achievement standards, including closing achievement gaps. The SEA has demonstrated its commitment to increasing the number of high quality charter schools through the CSP project by adding preference points to the application, providing workshops, professional development opportunities, and technical assistance meetings, and continuing to work with its Advisory Group. In addition, as part of its CSP project, the SEA plans to launch a community awareness campaign that will include information about charter school achievement, charter school flexibility, and unique characteristics of charter schools. The primary purpose of the community awareness campaign is to inform parents of educational options within the public school system and to help them make good decisions about school choice. In addition, the purpose is to increase community understanding of and support for charter schools by making them continually more aware of the contribution that charter schools are making in the state. The SEA is confident that by continuing to spread information about charter school success, statewide support will also increase.

During its last project period, the SEA contributed to building support for charter schools by conducting a workshop for LEA superintendents about charter school creation, charter school flexibility, and the CSP grant program. The SEA has also participated in a workshop series created by the charter school association specifically for charter school organizers. Overall the workshop assists organizing groups with the creation of the charter school proposal, including board development and fiscal responsibility. The SEA provides information specific to the CSP and, recently, the per pupil facilities funding grant, along with resources and data reporting requirements of

the SEA.

Based on explanations provided in this section, the SEA is confident that the number of charter schools in Indiana will increase by ten each year, as growth has been on an upswing. The SEA predicts that the number of schools in Indiana will reach sixty-seven by the 2010-2011 grant year; seventy-seven to eighty by the 2011-2012 grant year; and eighty-seven to ninety by the 2012-2013 grant year, ultimately breaking into the 100+ bracket by the 2013-2014 grant year. The applicant feels that this may even be a conservative estimate, considering the number of LEAs that have expressed interest in organizing charter schools, and the potential results of the SEA's community awareness campaign. Again, although Indiana is committed to charter school growth, quality remains the number one priority—as described in Selection Criteria I, Indiana's charter schools are making strides in serving the most educationally disadvantaged children. High quality charter school sponsors such as nationally-renowned teacher's college Ball State University and the government innovations award-winning Indianapolis Mayor's Office help to ensure both quality and quantity.

Finally, as described in Selection Criteria VI, the SEA has developed a comprehensive evaluation plan (which it will revise as necessary with the help of its independent evaluator) to help determine the effects of its CSP project on directly increasing the number of charter schools in the state. Lessons learned from the formative and summative portions of the evaluation will be used to revise action steps as necessary to continue supporting the increase of more high quality charter schools in the state.

Informing Charter Schools about Funding Opportunities and Ensuring Charter

Schools Receive Commensurate Funding Shares (Application Requirement ii and iii)

When the CSP office at the Indiana Department of Education is notified that a charter school's proposal has been approved, the CSP project manager uploads to a flash drive information about the CSP planning grant, a general overview of the Department, contact information for important Department divisions, including divisions that oversee federal and state funding opportunities. The flash drive is marked with the logo of the Indiana Department of Education; the drive is mailed to the charter school along with a letter from the CSP office and a recommendation to use the flash drive for any and all additional information the school receives about or from the Department.

The SEA (including the CSP office, but also the Office of School Finance, the Title I, and the Office of Exceptional Learners—where special education is housed) continues to hold workshops and technical assistance meetings specifically for charter schools. At these meetings, the SEA informs charter schools of their ability to receive funds, how to obtain these funds, and proper and efficient uses for these funds. The SEA has also established a number of CSP project activities (described in Selection Criteria I) to further ensure that charter schools are informed about funding opportunities and are receiving commensurate funding shares. The next section specifically delineates the process of informing charter schools about and ensuring commensurate funding shares for various funding areas.

Special Education

Once a charter school has opened, the Office of Exceptional Learners (in which special education is housed) contacts the charter school or the director of the

cooperative that the school has decided to join for the number of special education students in each exceptionality area at each new or expanding charter school. This is not the December 1 count (that count is conducted separately), but it is necessary to assure charter schools receive their commensurate share of federal special education funds.

Using the information generated from this count, the formula set forth in statute is applied, and a funding amount is determined for each school. If the December 1 count demonstrates that a charter school is serving more special education students than were counted at the beginning of the year, the school's funding can be adjusted upward. The amount from the school's initial December 1 count becomes the school's base of funding for future years, taking the place of the December 1, 1998 count required by statute. The amount of funding a charter school receives includes discretionary funds, the school census count, and the number of free and reduced lunch eligible students the school serves.

In the years that charter schools have been operating in Indiana, this "early count" method has proven to be an effective and efficient way to ensure that new and expanding charter schools receive their commensurate share of federal funds for special education students.

Title I

The Indiana Department of Education's Title I Office worked closely with the United States Department of Education to develop a funding process for new and expanding charter schools. When new charter schools open, they are greeted with a letter from the Title I office that describes the program; explains the criteria for funding

eligibility, including collecting free and reduced price lunch applications; and surveys the schools for the number of students they plan to serve and the schools that the students previously attended. Eligibility for Title I is determined based on the results of the survey included with the letter.

Once eligibility is determined, representatives of the school meet one-on-one with a Title I consultant specifically designated for charter schools and a member of the Title I fiscal staff. In this meeting they review Title I program requirements and go over the Title I application step by step. When the application is submitted and approved, the charter school will begin to receive Title I funds. The Title I consultant for charter schools remains available to assist schools with program and reporting requirements, filing amendments to the application, and dissemination of best practices for Title I programs.

Title III

Superintendents and charter school leaders are informed annually of the opportunity to apply for Title III: Language Instruction for Limited English Proficient (LEP) and Immigrant Students in July. Information is disseminated to new and existing charter schools through regular mail, email, and the Department of Education's superintendents' email list (SAMS). School corporations and charter schools with at least 34 LEP students are eligible to receive funds individually. Schools are also informed that they may apply as a consortium if the schools and corporations applying serve a minimum of 34 students. The minimum subgrant for Title III funding for eligible school corporations or charter schools is \$10,000.

Other Federal Funds

Charter schools are informed of other federal grant opportunities through the Department in a variety of ways. For formula grant programs, the CSP project office works with the fiscal managers at the Department to keep them informed of new and expanding charter schools. The fiscal managers for programs use estimated enrollment numbers or counts taken just after school starts to include new and expanding schools in the formula. Schools are informed of the availability of funds through regular mail, email, and SAMS or PAMS (the principals' email list). In addition, the CSP project manager frequently reinforces the initial notification with follow-ups and works with the advisory group and the IPCSA to further strengthen knowledge of grant opportunities.

Competitive grant programs, such as the McKinney-Vento Homeless Education Program, conduct outreach and training for grant opportunities for charter schools and other applicants. CSP project staff are often invited to participate in application review for various competitive programs providing insight to the charter school specialist and awareness of program timelines to charter schools.

When the USDE CSP monitoring visit was conducted in 2007 the SEA receive a rating of “3” or “fully meets the indicators” in the areas of informing charter schools about the availability of federal funds and ensuring that charter schools receive their commensurate share of federal funds.

Selection Criteria IV: The quality of the management plan for the proposed project

Many different entities will support the management of the proposed CSP project. In Appendix A, responsibilities, timelines, and milestones for accomplishing each project activity described in Selection Criteria I are provided in detail.

Briefly, the Office of Charter Schools will hold primary responsibility for

accomplishing project activities. However, the SEA will also rely upon its Charter Schools Advisory Group (described in detail in Selection Criteria I) for support in implementing various phases of the project. The SEA will use the Advisory Group as a sounding board for current activities and necessary revisions for activities that may not have helped the Division meet its performance indicators for each goal. In addition to the Office of Charter Schools, other SEA divisions, such as Title I, the Office of Exceptional Learners, the Office of School Accreditation and Awards, Education Information Systems (IT), and the Office of School Finance will be utilized as partners for workshop and technical assistance activities. The SEA's Communications Division will be heavily relied upon for the community awareness project, as will the state's charter school sponsors and other entities with whom the Department may partner. Additionally, as is evident in Appendix B (letters of support), the SEA has the strong support of its two major sponsors, Ball State University and the Indianapolis Mayor's office, who are dedicated to working with the SEA to meet project goals and performance indicators. The SEA also has charter school support on the state board of education and from the Indiana governor's office. Finally, and perhaps most importantly, the SEA will rely upon its external evaluator to help it determine progress in accomplishing activities, progress toward meeting goals and performance indicators, and necessary goal or activity revision throughout the course of the external evaluation. The external evaluator will be contracted with during the new project period, and the evaluation plan is provided in Selection Criteria VI of this application.

Subgrant Review, Evaluation, and Award Distribution

An important component of the SEA's CSP project management plan includes the ways

in which it will review, evaluate, and award funds to potential subgrantees. As noted in Selection Criteria I, the SEA plans to continue using preference points for schools that serve proportions of minority and free and reduced price lunch students that at least match that of the district in which they are located and for charter high schools that plan to locate in areas in which there is at least one high school that has not made AYP for two consecutive years or that has a graduation rate of 60% or below. The SEA has divided its application process into two phases—planning grant awards (generally for a duration of twelve months), and continuation awards for implementation activities (generally for a period of twenty-four months).

Planning: Currently, a charter school organizer may submit a planning grant upon receiving notification from its sponsor that its charter proposal has been approved.

The Planning Grant Application includes sections in which applicants must discuss the charter school mission and educational goals of the charter school, as well as ways in which the school is autonomous, will comply with special education law, will involve parents and the community, and will conduct a lottery. In addition, applicants must create a strategic plan for the planning phase—this plan must be directly tied to funding activities and must include a timeline for achieving each goal. At the end of the planning phase, phone monitoring is conducted by the SEA (monitoring is described in Selection Criteria I, Goal Three) to ensure that charter schools have met planning phase goals, or if not, that they have made adequate progress in meeting goals. Finally, applicants must submit a supplemental section in which they describe any contracts into which they have entered; must demonstrate autonomy in these contracts; and must demonstrate that there is no real or perceived conflict of interest in any contracts into

which they have entered.

Applications are accepted for planning grants on a rolling basis between May and March. Applications are worth 150 total points. Applications are scored by an external review panel that consists of charter and traditional public school educators (educators in applying or currently funded schools are ineligible); school administrators; grant writing experts; employees of community-based agencies; educational researchers; educational consultants; state agency employees; and others with charter school experience. Reviewers use a scoring rubric (which is also supplied to applicants, so they know the criteria upon which they will be reviewed), and three reviewers are randomly assigned to each application. Prior to review, reviewers are asked to disclose any potential conflicts of interest. If conflicts are present with a particular school, the reviewer is not assigned to that school. If multiple conflicts arise, the reviewer is dismissed.

Reviewers submit score sheets for each application. The three scores are averaged to create a total score. If the three scores differ by more than ten points, or if one score differs by more than twenty points from the other scores, a fourth reader is brought in. When the fourth reader's score is obtained, the outlying score is discarded. Each grant cycle, reviewer's scores and reviewer reliability are monitored. Reviewers that appear to be repeated outliers are dismissed.

Schools are ranked based on scores received. A minimum score of 100 is needed to receive a planning award. Because the grant application heavily relies on the school's ability to describe and articulate its need, funding is directly tied to score received, and schools do not receive the same amounts of money. However, the CSP

project office reserves the right to make final judgments about funding amounts.

Once a funding determination (or rejection) has been made, the school is contacted by phone and letter. Schools are contacted with award notification or application rejection within sixty days of the CSP project office receipt of the application. CSP project office staff review application budgets to ensure that funding activities are allowable. Disallowable expenses must be revised. Grant awardees are also required to revise and resubmit their budgets to match the award received. Revised budgets must still reflect the goals set for the planning grant period; again, each planning grant awardee is monitored at the end of the planning period.

Implementation: The process for awarding funds for implementation activities is very similar to the planning phase, although funds are awarded for a two-year period. At the end of the planning period, schools are required to submit Requests for Continuation of Funds for Implementation. In the requests, schools must demonstrate progress toward meeting goals in the planning phase, as well as describing in more detail the proposed operations of the school, continued need for CSP funds, and goals for the implementation phase (two years) of the project. As in the planning application, schools must demonstrate compliance with special education law and must demonstrate that they properly conduct a lottery. The conflict of interest supplement described in the planning section also applies.

As in the planning phase, continuation requests are reviewed and scored by an external panel of reviewers. Continuation requests are accepted between June-August each year. There is no minimum score for the continuation phase, due to the federal single grant standard (schools may not receive more than one grant; therefore,

implementation funds are considered a continuation of planning funds). However, because the SEA wants to ensure the quality of CSP subgrant programs, again, funding is directly tied to request score. Moreover, requests that score less than 100 must be rewritten and re-reviewed, and will receive the minimum award amount.

After the Continuation Request is reviewed, schools are notified of award amounts for Year One and Year Two of implementation (though a school may submit a request for supplemental funds in Year Two, if they are able to demonstrate significant progress or significantly increased need). Final decisions related to supplemental awards lie with the CSP project office. Schools are not required to submit another Continuation Request for Year Three (implementation Year Two) awards; however, schools must submit a grant goals progress report and a Year One (implementation) expenditure report. Moreover, at some time during Year One of implementation (Year Two of the school's funding), the school will receive a monitoring site visit. During the site visit, the school must demonstrate how it has made progress in meeting its goals and show what it has purchased. Several schools are randomly selected for comprehensive fiscal audits, at which point receipts for each CSP expenditure must be submitted to the SEA. Schools that have unsatisfactory monitoring reports must submit corrective action plans before they are able to receive Year Two implementation funds, and they may be placed on high risk status. Schools on high risk status may only receive funds as reimbursements. Any school that is found to have significantly violated federal CSP law or any other federal or state law is prohibited from receiving Year Two implementation funds and may be required to pay back misspent funds.

Distribution Timeline: For both the planning and implementation phase, funds are

distributed to schools on a reimbursement basis. When the school is notified of its planning or implementation award, along with its revised budget (if required), the Office of Charter Schools creates a Request for Contract (Grant) that includes the planning or implementation document and the final budget. Once finalized, the school is provided with a reimbursement form that demonstrates program expenditures. . Schools are informed, at the time of their award notification, that funds must be expended within thirty days of their receipt. Schools also sign assurances that state all funds will be expended within thirty days of receipt, and that funds will not be allowed to accrue interest, nor will they be used for purposes not authorized by the SEA. If, during monitoring or comprehensive audit it is determined that a school has kept CSP funds for more than thirty days, the school is placed on high risk status, is denied funding, or is required to pay back misspent funds, depending upon the frequency, intent, or severity of the violation.

On the USDE monitoring report, for its subgrant process the SEA receive a rating of “3” or “fully meets the indicator” in the area of the subgrant application and award process.

Selection Criteria V: The SEAs plan to monitor and hold accountable the authorized public chartering agencies.

The SEA utilizes multiple resources to monitor and hold authorized public chartering agencies accountable. Data sharing agreements between the SEA and sponsoring entities allow the SEA to share specific achievement data with the sponsors and help them hold schools accountable for student academic progress. When necessary, the Department provides training to sponsors on the analysis and use of

data for accountability purposes. The Department's website includes statistical profiles, including student growth data; Annual Performance Reports; AYP results; and state accountability system results for every charter school on the Department's website. The SEA also utilizes meetings of the charter school advisory group to provide program specific training to sponsors and other stakeholders on available SEA programs and services. Each month the first hour of the meeting is dedicated to a guest speaker from the DOE who provides training and technical assistance to sponsors and focuses on challenges or opportunities specific to charter schools. In the past year guest speakers have included information sessions on school safety, special education, attendance issues, school finance, The Learning Connection, School and Community Nutrition Programs, and school health and safety issues. The Indiana charter school law charges the sponsor with the responsibility of ensuring compliance with applicable state and federal laws and the terms of the charter. The SEA supports the sponsors in this role by communicating directly with the sponsor when a charter school has a compliance issue. Because all charter schools in the state are their own LEAs, the SEA monitors and holds them accountable for compliance with applicable state and federal laws and program requirements. Results of monitoring reports are shared with sponsors.

In addition to training and assistance provided to existing charter school sponsors the SEA also provides training and assistance to entities interested in becoming charter school sponsors. As noted in Selection Criteria III, more school corporations are expressing interest in becoming charter school sponsors as reform efforts take root. The SEA works with and provides training to each school corporation that explores charter school sponsorship as a reform option. The training includes an in

depth review of the charter school law, specifically focusing on sponsor responsibilities and the contents of the proposal to charter and the charter. The training also provides information about charter autonomy, enrollment and lottery information, education laws that apply to charter schools, and a discussion of charter school finance and board development. The training closes with a discussion about the capacity of the school corporation to effectively monitor and hold accountable a school or schools they sponsor. It is stressed that sponsorship is not a one-time event that ends with the approval of a proposal, but an ongoing responsibility. Since the beginning of the calendar year the SEA has provided training to three school corporations interested in exploring charter sponsorship.

Selection Criteria VI: The SEA is not proposing the use of grant funds for dissemination activities under this application.

Selection Criteria VII: CSP project evaluation plan

The Indiana Department of Education is committed to reserving approximately 20% of its 5% administrative set-aside for project evaluation, as it believes that evaluation is the key to project success. The IDOE is not permitted to contract with its evaluator without a proposal review process (because the amount to be allocated will likely exceed the \$75,000 minimum amount set by the Indiana Department of Administration, above which a request for proposal process must be followed); therefore, the IDOE cannot name its evaluator in this grant application. However, the IDOE plans to contract with an evaluator that has experience with charter school evaluation (especially CSP project evaluation), experience working with state departments of education, and evidence of high quality and appropriate evaluation projects that have been completed. The IDOE

will also look at cost effectiveness and the best value for its investment. Applicants will be required to submit samples of work that have been conducted, as well as references that the IDOE can contact.

For example, the IDOE may look at contracting with an agency such as the Center for Evaluation and Education Policy (CEEP), a non-partisan evaluation center located at Indiana University. CEEP has experience evaluating charter school projects in other states (e.g., Georgia), as well as conducting early charter school evaluation in Indiana (2003-2004). Moreover, CEEP has years of experience in high-profile educational evaluations (e.g., the Michigan Comprehensive School Reform project; Cleveland Schools Voucher project evaluation; and the evaluation of the Kentucky 21st Century Community Learning Centers) and has demonstrated its ability to provide quality outcomes for a small price (e.g., the Indiana Department of Education's Alternative Education Profile Project). It is qualities such as these that the SEA will look at when selecting its independent evaluator. However, please note that CEEP is listed here merely as an example of qualities that the SEA will examine in selecting its evaluator, as the IDOE is committed to following rules, policies, and procedures in conducting the request for proposal process and selecting its evaluator. The SEA estimates that a number of organizations, including various universities throughout Indiana, as well as CEEP, will apply.

The CSP project was conceived of with evaluation in mind. The SEA applicants first engaged in a logic model creation process for this grant application. After formulating the logic model, the SEA applicants created project goals, followed by activities to be undertaken in order to achieve the goals. Finally, the SEA created

performance indicators to help it determine (along with its independent evaluator) whether it has met its goals (see Selection Criteria I and Appendix A, which breaks each activity down into date to be accomplished and benchmarks for monitoring progress toward accomplishing each activity).

The evaluation model will be both formative and summative, as it is important to ensure that implementation is appropriate and effective before we can ensure that outcomes are achieved. Even prior to knowing whether it will receive the 2010-2015 CSP grant, the SEA will begin the request for proposal process for contracting with an independent evaluator. The SEA will make it clear to applicants that funding and funding amounts cannot be guaranteed; thus, the independent evaluator selected must also be flexible (in addition to exhibiting the characteristics noted above). If awarded a grant, the SEA hopes to be in a position to award its evaluation contract by December 2010.

Methodology

In determining the appropriate methodology for evaluating the CSP project, it is important to recognize the overall project goals, as illustrated in Selection Criteria I of this application and in Appendix A. A mixed methods approach (the collection of both qualitative and quantitative data) will be used. The approach will ensure that the evaluator examines all aspects of the CSP project. The overall methodology for the evaluation will look at various components of the CSP project, including activities and outcomes related to each CSP project goal. Evaluation activities will focus primarily on:

- the effects of CSP funding and CSP administrative activities on later charter school student achievement (as measured by ISTEP+, and AYP, and the growth model—see performance indicators for Goal 1);

- the effects of CSP funding and CSP administrative activities on promoting diverse demographics in charter schools and closing achievement gaps for minority and free/reduced lunch students (as measured by demographic data, ISTEP+, and AYP subcategories—see performance indicators for Goal 2);
- the effects of CSP funding and administrative activities on charter school fiscal stability and fiscal responsibility for long-term viability, including per-pupil costs of running a charter school and the most efficient and effective uses of CSP funds (as measured by monitoring reports and charter renewal—see performance indicators Goal 3); and
- the effects of CSP administrative activities through the community awareness campaign on increasing parent and community awareness and support, ultimately boosting charter school growth and enrollment (as measured by satisfaction ratings, familiarity ratings, numbers of schools, and school enrollment—see performance indicators, Goal 4).

The objective performance measures to be used in determining the quality of the SEA's project and the ability of the SEA to achieve goals set are performance indicators described in Selection Criteria I of this application.

Data collection and analysis will be guided by the overall goals of the program.

The following evaluation questions will guide data collection and analysis:

Goal 1:

1. In what ways does the CSP planning grant and continuation request align with charter proposals, and what are the connections between amount of funding received and a school's academic success?

2. How effective are professional development workshops provided through CSP administrative funds on improving academic achievement at charter schools?
3. Are funded charter schools academically successful, and if so, how have CSP funds contributed to their academic success?

Goal 2:

1. What are the demographics of charter schools in Indiana? Have those demographics changed over time, and if so, how and why?
2. Do preference points in the CSP application and continuation request have an effect on the types of students served by funded charter schools?
3. How effective are professional development activities offered through CSP administrative funds on charter schools' closing the achievement gap?
4. Does CSP funding have an effect on charter schools' closing achievement gaps? If so, to what extent?

Goal 3:

1. How effective are meetings, workshops, and SEA technical assistance workshops in helping schools prepare to open and to be fiscally stable?
2. Is Indiana's CSP monitoring system appropriate and effective? How could the monitoring system be improved, if necessary?
3. What are per-pupil costs of funding charter schools (in other words, what is the optimal amount of CSP funding to be awarded each year), and what are the most efficient and ultimately effective uses of CSP funds?

Goal 4:

1. What level of awareness do parents have of charter schools? What additional

information do parents need in order to make informed decisions about charter schools?

2. What types of activities should the SEA conduct in order to improve awareness and support?
3. How effective are SEA-provided professional development workshops at helping charter schools improve parent and community involvement?
4. How effective has the CSP-funded community awareness campaign (including parent checklists) been at increasing awareness and support?

Data Collection and Analysis

Data collection and analysis activities will be conducted to answer the questions related to each goal.

Goal 1: Data collection will include document analysis of previous CSP applications and continuation requests and charter school proposals from the Mayor's Office and Ball State University. Additional data will be collected through questionnaires distributed to workshop participants; results of questionnaires will be analyzed and shared with the SEA. Interviews will be conducted with charter school personnel using developed interview protocols to discuss views on effects of CSP funds on academic achievement; interview results will be aggregated into narrative reports, with common themes coded, quantified for frequency, and reported across interviews. For overall academic effectiveness, ISTEP+, growth model, and AYP data will be collected and analyzed for growth; additionally, final expenditure reports and data related to workshop participant questionnaires for each year of subgrant implementation will be collected to cross-analyze academic results with CSP funding amounts and workshop participation.

Goal 2: Demographic data for Indiana charter schools will be collected (from 2002 to the present) to analyze data trends. Additionally, SEA data on CSP scores (including preference points awarded) will be collected in order to cross-analyze trends between awarding of preference points and demographic representation of students in charter schools over the three-year period. Questionnaires will be distributed to workshop participants, and results will be tabulated and shared with the SEA. Site visits will be conducted to funded charter schools, and ISTEP+ disaggregated data will be collected, as well as CSP subgrant expenditure reports to cross-analyze effects of amounts of CSP funding awarded, CSP subgrant activities and subgrant goals, and workshop participation on effectiveness in closing achievement gaps.

Goal 3: Questionnaires will be collected from workshop participants; results will be tabulated and shared with the SEA. Additionally, participation in the grant-writing workshops will be correlated with CSP application scores to determine if workshops are having the desired effects on raising CSP scores. Documents related to the SEA monitoring process will be collected and analyzed to determine thoroughness and accuracy of monitoring; in addition, evaluators will accompany SEA officials on several monitoring visits to observe the process. CSP subgrant expenditure reports, ISTEP+ and growth model data, authorizer monitoring reports, and state board of accounts audit reports will be collected and analyzed to determine frequency of activities for which CSP subgrant funds are used, as well to correlate CSP subgrant activities with academic achievement, fiscal health as determined by state board of accounts audit reports, and authorizer accountability reports. Interviews will be conducted with selected charter school officials using developed interview protocols to discuss impressions of optimal

CSP funding amounts and appropriate uses of activities. Results will be analyzed to determine common uses of CSP funds, as well as optimal CSP funding amounts and most efficient and effective CSP fund usage.

Goal 4: Surveys will be submitted to charter school parents to determine processes used to select their child’s school; results will be tabulated and shared with the SEA. Interviews will be conducted with charter school officials using developed interview protocols to determine what activities they believe are important at increasing parent and community awareness; interviews will be transcribed, results coded for common themes and frequencies, and reported to the SEA. Questionnaires will be distributed to parents who participate in parent and community awareness activities to determine participant opinions of those activities; results will be quantified, tabulated, and shared with the SEA. Surveys will be distributed to charter school workshop participants, and interviews conducted with school officials to determine the impact of SEA-funded activities on increasing parent and community awareness. Demographic data will be collected and analyzed to examine enrollment trends and the effectiveness of community awareness activities and workshops on increasing charter school awareness, support, and growth.

Timelines

Official timelines will be determined after the evaluator has been selected and met with. However, approximate timelines for data collection, analysis, and evaluation activities are provided below. Additional timelines that the SEA applicant has set for itself to accomplish project activities are provided in Appendix A.

Task	2011
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	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Preparation and Communication												
Meetings with various stakeholders, including charter schools, SEA, and advisory group												
Revise goals, activities, performance indicators												
Protocol & instrument development (interview rubrics, questionnaires, feedback on suggestions for community awareness campaign)												
Introductory letters to schools & sponsors												
Data Collection and Analysis												
CSP applications, charter school proposals												
Year One workshop participant questionnaires												
Interviews with charter school personnel												
Parent surveys												
Year One workshop participant list												
Final expenditure reports												
CSP application												

scores (to compare with workshop participation data)													
Extant data (assessment scores, monitoring reports, demographic data, parent satisfaction survey data)													
Deliverables													
Quarterly Reports													
Report Presentation													
Year One Report—include progress toward meeting performance indicators (Goals 1-4)													
Task	2012												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	SEp	Oct	Nov	Dec	
Preparation and Communication													
Meet with SEA to revise plan as necessary													
Data Collection and Analysis													
Year Two workshop participant questionnaires													
Interviews with charter school personnel													
Year Two workshop participant list													
Monitoring documents													
CSP application scores													
Public opinion survey data													
Extant data (test scores, monitoring													

reports, State Board of Accounts audits)													
Deliverables													
Quarterly Reports													
Presentation to Advisory Group													
Year Two Report													
Task	2013												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	
Preparation and Communication													
Meet with SEA to revise plan as necessary													
Meet with SEA to discuss new CSP grant application													
Data Collection and Analysis													
Year Three workshop participant questionnaires													
Interviews with charter school personnel													
Year Three workshop participant list													
Monitoring documents													
CSP application scores													
Public opinion survey data													
Enrollment data													
Extant data (ISTEP scores, total funding amounts, monitoring reports, State Board of Accounts audits)													
Deliverables													
Quarterly Reports													

Presentation to Advisory Group												
Annual REPORT												
	2014											
Task	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Preparation and Communication												
Meet with SEA to revise plan as necessary												
Meet with SEA to discuss new CSP grant application												
Data Collection and Analysis												
Year Four workshop participant questionnaires												
Interviews with charter school personnel												
Year Four workshop participant list												
Monitoring documents												
CSP application scores												
Public opinion survey data												
Enrollment data												
Extant data (ISTEP scores, total funding amounts, monitoring reports, State Board of Accounts audits)												
Deliverables												
Quarterly Reports												
Presentation to Advisory Group												
Annual REPORT												

	2015											
Task	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Preparation and Communication												
Meet with SEA to revise plan as necessary												
Meet with SEA to discuss new CSP grant application												
Data Collection and Analysis												
Year Five workshop participant questionnaires												
Interviews with charter school personnel												
Year Five workshop participant list												
Monitoring documents												
CSP application scores												
Public opinion survey data												
Enrollment data												
Extant data (ISTEP scores, total funding amounts, monitoring reports, State Board of Accounts audits)												
Deliverables												
Quarterly Reports												
Presentation to Advisory Group												
Final REPORT												

Reporting

The evaluator will be required to make status reports to the SEA and the Charter Schools Advisory Group at least quarterly during each project phase (Years One, Two, and Three, Four, and Five), as well as create oral and written end-of-year summative reports to the SEA and Advisory Group. The evaluator will be expected to create a written Final Report at the end of the five-year project phase. The Final Report will detail results of data analysis during the five-year project phase, end-of-year data analysis, changes that were made as a result of evaluation reports, and the status of meeting performance indicators. Finally, the evaluator will report on suggestions for goal, activity, and performance indicator setting for the next grant phase (2015-2020), and a report on suggestions for replicability at other sites. As detailed in Appendix A: Detailed Management Plan, the SEA will meet frequently with the independent evaluator to discuss results of formative evaluation activities, progress toward meeting performance indicators, changes necessary to get on track toward meeting indicators (if the evaluation determines activities are not having the desired effect), and outcome results.

Project Narrative

Other Attachment Form

Attachment 1:

Title: **Appendices A-B** Pages: **12** Uploaded File: **Appendices A_B.pdf**

APPENDIX A: DETAILED MANAGEMENT PLAN

Goal	Activity	Date to Accomplish	Responsible Party
EVALUATION			
	Create request for proposal	December '10	IDOE staff
	Conduct Request for Proposal Process	Apr.-Aug. '11	Office of Charter Schools, Indiana Department of Administration
	Select independent evaluator	Sept. 2011	IDOE staff
Evaluation Year One	Meet with i.e. to revise logic model, goals, activities (as necessary)	October 2011	Evaluator, Office of Charter Schools
	Discuss instrumentation development with evaluator	Nov. 2011	Evaluator, Office of Charter Schools
	Receive & review first quarterly report	Jan. 2011	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	Feb. 2011	Office of Charter Schools, Evaluator
	Receive & review second quarterly report	April 2011	Office of Charter Schools, Advisory Group
	Receive & review third quarterly report	July 2011	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	July 2011	Evaluator, Office of Charter Schools
	Receive & review final Year 1 report	December 2011	Evaluator, Office of Charter Schools, Advisory Group
	STATUS REPORT	Review accomplishment of performance indicators	October 2012
Evaluation Year Two	Meet with i.e. to revise activities as necessary based on final status report	Oct.-Nov. 2012	Evaluator, Office of Charter Schools
	Receive & review first quarterly report	Jan. 2013	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	Feb. 2013	Evaluator, Office of Charter Schools
	Receive & review second quarterly report	April 2013	Office of Charter Schools, Advisory Group
	Receive & review third quarterly report	July 2013	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	July 2013	Evaluator, Office of Charter Schools
	Receive & review final Year 2 report	October 2013	Evaluator, Office of Charter Schools, Advisory Group
STATUS REPORT	Review accomplishment of performance indicators	October 2013	Evaluator, IDOE (Office of Charter Schools and Assistant Supt), Advisory Group
Evaluation Year Three	Meet with i.e. to revise activities as necessary based on final status report	Oct.-Nov. 2013	Evaluator, Office of Charter Schools
	Receive & review first quarterly report	Jan. 2014	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	Jan. 2014	Evaluator, Office of Charter Schools
	Discuss goal and performance indicator setting for new grant period (2010-2013)	Jan. 2014	Evaluator, Office of Charter Schools, Advisory Group
	Receive & review second quarterly report	April 2014	Office of Charter Schools, Advisory Group
	Receive & review third quarterly report	July 2014	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	July 2014	Evaluator, Office of Charter Schools
	Receive & review FINAL REPORT	October 2014	Evaluator, Office of Charter

			Schools, Advisory Group
Status Report	Review accomplishment of performance indicators.	October 2014	Evaluator, IDOE (Office of Charter Schools and Results and Reform, Advisory Group)
Evaluation Year Four	Meet with i.e. to revise activities as necessary based on final status report	Oct.-Nov. 2014	Evaluator, Office of Charter Schools
	Receive & review first quarterly report	Jan. 2015	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	Jan. 2015	Evaluator, Office of Charter Schools
	Discuss goal and performance indicator setting for new grant period (2010-2013)	Jan. 2015	Evaluator, Office of Charter Schools, Advisory Group
	Receive & review second quarterly report	April 2015	Office of Charter Schools, Advisory Group
	Receive & review third quarterly report	July 2015	Office of Charter Schools, Advisory Group
	Meet with i.e. to discuss progress	July 2015	Evaluator, Office of Charter Schools
	Receive & review FINAL REPORT	October 2015	Evaluator, Office of Charter Schools, Advisory Group
Final Report	Review accomplishment of performance indicators.	October 2015	Evaluator, IDOE (Office of Charter Schools and Results and Reform), Advisory Group

GOAL ONE: PREPARE CHARTER SCHOOLS TO BE ACADEMICALLY SUCCESSFUL

Activity 1.1: Work with the charter school advisory group, which includes state charter school sponsors and the Indiana Public Charter School Association to expand planning grant application sections to require more extensive descriptions of specific steps to be taken to implement the curriculum described in the charter. Elements to be added to the application include a description of potential challenges and success implementation of the curriculum	Discussion with Advisory Group	July 2010	Office of Charter Schools, Advisory Group
	Roll out of new plan for earlier planning grant awards	August 2010	Office of Charter Schools
	Receive planning applications for schools opening in fall 2011	August 2007	Office of Charter Schools
	Planning grant review conducted	Aug.-Sept. 10	External review team
	1 st new planning grant awards made	Sept. 2010	Office of Charter Schools
Activity 1.2: Revise implementation continuation requests to include increased funding in Year Three for schools that are showing significant growth using the Department's growth model.	Review alignment of charter school planning grants with curriculum in place in school and charter proposal	Sept.-Oct. 2010 and beyond	Office of Charter Schools, Evaluator, sponsors
	Meetings with Ball State and Indy Mayor's Office	Oct.-Nov. 2010	Office of Charter Schools, BSU, Mayor
	Meet with independent evaluator to discuss findings from analysis of planning grant & charter applications	Dec. 2010	Office of Charter Schools, independent evaluator
	Develop first draft of new planning grant application	January 2011	Office of Charter Schools
	Meet with Advisory Group to discuss draft and revisions	February 2011	Office of Charter Schools, Advisory Group
Activity 1.3: Provide research-based professional development	Issue new planning grant application for schools opening in 2011	April 2011	Office of Charter Schools
	Review effectiveness of newly aligned planning grant on school quality and early academic success	October 2011 and beyond	Office of Charter Schools, Evaluator, sponsors
	Discuss need for professional development in student services & curriculum	October 2007	Office of Charter Schools, Advisory Group, charter schools

workshops (through administrative funds) related to student services (including mental health and special education) and curriculum.	Select topics for PD workshops	December 2007	Office of Charter Schools, Advisory Group
	Identify presenters for workshops	January 2008	Office of Charter Schools, IDOE, Center for Excellence in Leadership of Learning (CELL)
	Sponsor workshops (3 during '08)	Feb., Apr., Jun. 2008	Office of Charter Schools & other IDOE divisions
	Review results of participant questionnaires collected & analyzed by independent evaluator	Feb., Apr., Jun. 2008	Office of Charter Schools, Evaluator
	Review effectiveness of PD workshops on increasing student achievement	Oct. 2009 & beyond	Office of Charter Schools, Evaluator
Activity 1.4: Implement new electronic grants management system	Discuss needs for grants management for effective grant administration	October 2010	Office of Charter Schools, CIS, Evaluator
	Review vendors and program needs	December 2010	Office of Charter Schools, CIS
	Identify grants management vendor	January 2011	Office of Charter Schools, CIS
	Implement grants management system	Feb., 2011	Office of Charter Schools & other IDOE divisions
	Review results of grants management use & analyzed by independent evaluator	Feb., Apr., Jun. 2011	Office of Charter Schools, Evaluator
	Review further development needs for implementation of the grants software	Oct. 2011 & beyond	Office of Charter Schools, Evaluator

GOAL TWO: SUPPORT AND PREPARE CHARTER SCHOOLS TO SERVE DIVERSE POPULATIONS AND CLOSE THE ACHIEVEMENT GAP BETWEEN MINORITY/NON-MINORITY AND PAID LUNCH/FREE AND REDUCED LUNCH GROUPS

Activity 2.1: Utilize implementation requests to provide preference points for charter schools that serve proportions of minority and free/reduced lunch students that at least match the district in which they are located.	Meet with Advisory Group to discuss proper levels of preference points	June 2010	Office of Charter Schools, Advisory Group
	Revise and release impl. request	July 2010	Office of Charter Schools
	New implementation awards made	Oct. 2010 & subseq. years	Office of Charter Schools, external review team
	Review effectiveness of pref. pts on supporting demographic diversity	Oct. 2011 & beyond	Office of Charter Schools, Evaluator
Activity 2.2: Utilize planning grant applications to include preference points for charter high schools that plan to locate in areas where there is at least one high school that has not made AYP for two consecutive years or that has a graduation cohort rate of 60% or below	Meet with Advisory Group	July 2010	Office of Charter Schools, Advisory Group
	Revise and release new planning grant (same as grant in Goal 1, Activity 1.1—includes preference points)	August 2010	Office of Charter Schools
	Receive planning applications for schools opening in fall 2008	August 2010	Office of Charter Schools
	Planning grant review conducted	Aug.-Sept. 10	External review team
	Planning grant awards made	Sept. 2010	Office of Charter Schools
	Review effectiveness of preference points in encouraging high school start-up in needy areas	Sept.-Oct. 2011 and beyond	Office of Charter Schools, Evaluator, sponsors
Activity 2.3: Revise implementation award process to increase funding in Year Three for schools that are showing significant progress in reducing achievement gaps, with preferential awards given to charter high schools that are closing the gap.	Meet with Advisory Group and independent evaluator to discuss parameters of award increases	July 2011	Office of Charter Schools, Advisory Group, Evaluator
	Develop first draft criteria for award increase plan	September 2011	Office of Charter Schools
	Meet with Advisory Group and independent evaluator to discuss draft & get comments	October 2011	Office of Charter Schools, Advisory Group, Evaluator
	Release final award increase plan	December	Office of Charter Schools

	criteria to stakeholders	2011 Jan. 2012 (& subseq. years)	Office of Charter Schools
	Implement award increase plan Review effectiveness of award increases on closing achievement gaps	October 2012	Office of Charter Schools, Evaluator
Activity 2.4: Establish a partnership with an entity such as the IPSCSA to provide research-based professional development activities related to closing the achievement gap.	Discuss need for professional development in closing achievement gaps	October 2012	Office of Charter Schools, Advisory Group, charter schools
	Select topics for PD workshops	Dec. 2012	Office of Charter Schools, Advisory Group
	Identify presenters for workshops	January 2012 Feb., Apr., Jun. 2012	Office of Charter Schools, IDOE, Center for Excellence in Leadership of Learning (CELL)
	Sponsor workshops (3 during '12)		Office of Charter Schools & other IDOE divisions
	Review results of participant questionnaires collected & analyzed by independent evaluator	Feb., Apr. Jun. 2012	Office of Charter Schools, Evaluator
	Review effectiveness of PD workshops on increasing student achievement	Oct. 2014 & beyond	Office of Charter Schools, Evaluator
GOAL THREE: PREPARE CHARTER SCHOOLS TO BE FISCALLY STABLE AND RESPONSIBLE FOR LONG-TERM VIABILITY			
Establish a partnership with an entity such as the IPCSA to provide professional development in the area of board development	Identify presenters for workshops	Oct 2010 Feb. of each year	Office of Charter Schools, Advisory Group, Sponsors
	Board Development Workshops Review effectiveness of workshops on fiscal stability of charter schools	Oct. 2011 and beyond	Office of Charter Schools, Advisory Group, Partner Office of Charter Schools, Evaluator
Activity 3.2: Share funding information with potential charter school organizers	Receive information about potential organizers from sponsors	Ongoing	Office of Charter Schools, sponsors
	Create funding matrix (depicting federal & state funding opportunities) and post on Website	December 2010 Ongoing; five each by Oct.	Office of Charter Schools
	Conduct at least three meetings with potential organizers each year	2010-2015	Office of Charter Schools
Activity 3.3: Conduct CSP grant writing workshops for planning grant applications and continuation requests	Review grant writing needs with sponsors	July 2010, each year after At least March and June each year	Office of Charter Schools, sponsors
	Organize & conduct grant writing workshops	April & July 2010; revise as necessary	Office of Charter Schools
	Videotape grant workshops & post on Web to be streamed	November of each year	Office of Charter Schools, IDOE Technology Division
	Review effectiveness of workshops on application scores		Office of Charter Schools, Evaluator
Activity 3.4: Support workshops conducted by the SEA's Division of School Finance and other SEA divisions that oversee funding opportunities, including Title I, Special Education, Title II, and Part D.	Canvass IDOE to determine when finance-related workshops will be held	October of each year	Office of Charter Schools
	Share finance workshop information with charter schools via email and the Web	November of each year	Office of Charter Schools
	Discuss other finance-related workshop needs with Advisory Group	January of each year	Office of Charter Schools, Advisory Group
	Work with other IDOE divisions &	Ongoing, as	Office of Charter Schools

	other state agencies to schedule additional workshops as needed	needed	
	Review effectiveness of workshop on funds pursued & received and fiscal stability	October of each year	Office of Charter Schools, Evaluator
	Schedule phone interviews with charter schools completing planning year	July each year	Office of Charter Schools
	Schedule site visits with charter schools completing Year Two	Sept. each year	Office of Charter Schools
	Select Year Two schools who will receive comprehensive financial audits & conduct audits	Nov. each year	Office of Charter Schools & IDOE's Division of School Finance
	Collect final expenditure reports	Nov. each year	Office of Charter Schools
	Follow up with schools & sponsors regarding any issues discovered	Jan. each year	Office of Charter Schools, sponsors
Activity 3.5: Conduct phone, desk, and on-site monitoring of CSP subgrantees to ensure legal use of CSP funds, full fund expenditure, and to ensure the CSP goals are being met.	Review monitoring process & its effectiveness in promoting fiscal stability and long-term viability, as well as efficient & effective uses of funds	October 2010 and beyond	Office of Charter Schools, Evaluator, Advisory Group
GOAL FOUR: INCREASE PARENT AND COMMUNITY KNOWLEDGE OF AND SATISFACTION WITH CHARTER SCHOOLS, LEADING TO CHARTER SCHOOL GROWTH			
	Discuss need for professional development in closing achievement gaps	October 2012	Office of Charter Schools, Advisory Group, charter schools
	Select topics for PD workshops	Dec. 2012	Office of Charter Schools, Advisory Group
	Identify presenters for workshops	January 2012	Office of Charter Schools, IDOE, Center for Excellence in Leadership of Learning (CELL)
Activity 4.1: Work with Divisions within the SEA a series of videos to highlight best practices in areas such as innovation, academic performance, and special education to provide PD to charter schools	Create video series (3 each year)	Feb., Apr., Jun. 2012 and beyond	Office of Charter Schools & other IDOE divisions
	Review results of participant questionnaires collected & analyzed by independent evaluator	Feb., Apr. Jun. 2012	Office of Charter Schools, Evaluator
	Review effectiveness of PD videos on increasing student achievement	Oct. 2014 & beyond	Office of Charter Schools, Evaluator
Activity 4.2: Expand the IDOE charter schools website to include sections on best practices , innovation, exemplary CSP subgrantees, and achievement	Discuss information to be posted with Advisory Group	Sept. 2010	Ed Options, Advisory Group
	Post information on Website	Oct-Nov. 2010	Ed Options, IDOE Division of Technology
	Monitor number of Website hits to determine utility of Website information	May of each year	Ed Options, IDOE Division of Technology
	Discuss information to be posted with Advisory Group	Sept. 2010	Ed Options, Advisory Group
Activity 4.3: Conduct a comprehensive community awareness campaign about educational options in Indiana, including informing the public about charter school achievement and best practices	Meet with Communications Division to create community awareness plan	Nov-Dec. 2010	Office of Charter Schools, IDOE Division of Communications
	Meet with independent evaluator to discuss findings from interviews with charter schools	Feb. 2011	Office of Charter Schools
	Meet with Advisory Group to discuss community awareness plan	Mar. 2011	Office of Charter Schools, Advisory Group
	Finalize plan	April 2011	Office of Charter Schools, Communications Division

	Implement plan as devised	April 2011- Dec. 2012	Office of Charter Schools, IDOE Division of Communications, Advisory Group, charter schools, other stakeholders
	Review effectiveness of community awareness campaign on increasing parent & community awareness and support, as well as increasing charter school enrollment & growth	May 2011-Oct. 2015	Office of Charter Schools, Evaluator
Activity 4.4: Conduct professional development workshops for charter schools about community and parent relations	Discuss information needed with Advisory Group, charter schools, independent evaluator	October 2010	Office of Charter Schools, Advisory Group, charter schools, Evaluator
	Select presenters for workshops	Dec. 2010	Office of Charter Schools
	Conduct workshops	Mar., May, Jul. 2011	Office of Charter Schools, presenters
	Review effectiveness of workshops in helping schools increase parent and community involvement	Mar., May, Jul. 2011; October 2012	Office of Charter Schools, Evaluator

Appendix B - Letters of Support



STATE OF INDIANA
OFFICE OF THE GOVERNOR
State House, Second Floor
Indianapolis, Indiana 46204

Mitchell E. Daniels, Jr.
Governor

May 5, 2010

Dean Kern, Director
Public Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear Mr. Kern:

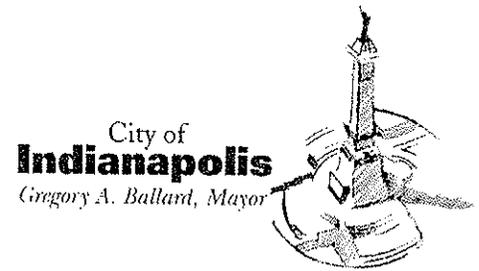
Since receiving its first Public Charter School Program (PCSP) grant in 2001 over \$20 million dollars has been distributed to new charter schools through subgrants for planning, program design, and implementation. The funds charter schools receive from the grant are critical to schools that use the funds to provide professional development for a qualified, competent staff and to purchase items such as textbooks, computers, and other resources for the implementation of the educational program.

In the current application Department of Education staff demonstrates a commitment to high quality charter schools that are dedicated to serving some of our state's most disenfranchised students and families, reducing the achievement gap, and increasing educational opportunities for all students.

I support the Indiana Department of Education's application for Public Charter School Grant funds for our state's charter schools.

Sincerely,

M E Daniels, Jr.



May 3, 2010

Mr. Dean Kern
Director, Public Charter Schools Program
Office of Innovation and Improvement
US Department of Education
400 Maryland Avenue SW
Washington DC 20202

Dear Mr. Kern:

I write to support the Indiana Department of Education's Public Charter School Program (PCSP) grant application. As a charter school authorizer, I can attest to the fact that PCSP funding has been crucial to the success of Indianapolis charter schools.

The initial investment of PCSP resources have been critical for Mayor-sponsored charter schools in their pre-opening and start-up years. The schools have used those funds for planning and implementation items and activities such as equipment, professional development for teachers, curriculum materials and development, and policy development. These resources have proven particularly vital during the new school development stage and first years of operation, when financial resources for charter schools are most scarce.

In addition, PCSP grant funding contributed to the creation of new, high-quality schools that serve diverse student populations. During the 2009-2010 school year, the schools I authorize served an ethnic minority population of 76 percent and an economically-disadvantaged population of 72 percent. Moreover, PCSP funding has helped Mayor-sponsored charter schools achieve high levels of academic excellence.

- An average of 90 percent of graduates from Mayor-sponsored charter high schools enrolled in two- or four-year colleges.
- Only three public high schools in Indianapolis made Adequate Yearly Progress in 2008-09. All three were Mayor-sponsored charter high schools.
- Eighty-seven percent of parents reported overall satisfaction with their child's Mayor-sponsored charter school.
- During the 2008-2009 school year, Mayor-sponsored charter schools represented only seven percent of all schools in Indianapolis but made up six of the top ten schools showing the most academic growth in the city.

Office of the Mayor
2501 City County Building (317) 327-3601
200 E. Washington Street (fax) 327-3980
Indianapolis, Indiana 46204 (TDD) 327-5186
www.indy.gov

- For the last four years the most improved school in Indianapolis – in terms of increased pass rates on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) – has been a Mayor-sponsored charter school.
- Going into the 2009-10 academic year, more than 700 students were on waiting lists to attend a Mayor-sponsored charter school.

In short, PCSP funding has significantly enabled Mayor-sponsored charter schools to be well-prepared and well-equipped during their critical first years; it has enabled them to develop well-trained educational personnel who serve the diverse student population that we have in Indianapolis. I hope that this track record of high student achievement demonstrates the impact that the PCSP grant has made and helps bring additional resources to Indianapolis and the State of Indiana.

Sincerely,



Gregory A. Ballard
Mayor
City of Indianapolis



DEAN, TEACHERS COLLEGE

Muncie, Indiana 47306-0575
Phone: 765-285-5251
Fax: 765-285-5455

May 7, 2010

Mr. Dean Kern, Director
Office of Charter Schools
U.S. Department of Education
Washington, DC

Dear Mr. Kern:

It is our understanding the Indiana Department of Education is applying for a five-year grant from the Public Charter School Program (PCSP). As the largest charter authorizer in the State of Indiana, Ball State University heartily endorses this application for a number of reasons:

1. First and foremost, the Indiana Department of Education is highly supportive of the charter school movement in our state.
2. Secondly, the Indiana Department of Education provides essential guidance to the charter authorizers and the individual charter schools themselves. The Office of Charter Schools is in contact with the Charter Schools Office at the department on a frequent basis.
3. The charter movement in Indiana is growing. Ball State University has thirty-two operating charters this year with several opening next year.
4. Because of the unusual funding formula in Indiana, new charter schools do not receive state funds until the second semester of their first year of operation. Without the PCSP funds, the chances of newly approved charter schools successfully completing necessary startup activities and surviving their first year of operation would be greatly reduced.

We appreciate the U.S. Department of Education giving full consideration to the application from the Indiana Department of Education. Please feel free to contact me if I

can provide any additional information to support their application. I can be reached at 765-285-5451.

Sincerely,

A handwritten signature in cursive script that reads "John E. Jacobson". The signature is written in black ink and is positioned below the word "Sincerely,".

John E. Jacobson
Dean

cc: Kimb Stewart , Indiana Department of Education
Jo Ann Gora, Ball State President
Dr. Larry Gabbert, Charter Schools Office

Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **Indiana Budget and Budget Narrative Pages: 2** Uploaded File: **Budget and Budget Narrative.pdf**