

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 # U282A100008**

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

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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: 5/6/2010	4. Applicant Identifier:	
5a. Federal Entity Identifier:	* 5b. Federal Award Identifier: NA	
State Use Only:		
6. Date Received by State:	7. State Application Identifier:	
8. APPLICANT INFORMATION:		
* a. Legal Name: Rhode Island Department of Elementary and Secondary Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 056000522	* c. Organizational DUNS: 929956563	
d. Address:		
* Street1: Street2: * City: County: State: Province: * Country: * Zip / Postal Code:	255 Westminster Street Providence RI USA 02903	
e. Organizational Unit:		
Department Name: Office of Accountability and Quality Assurance	Division Name: Office of Transformation	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: Middle Name:	Dr. B	* First Name: Jennifer

* Last Name: Smith

Suffix:

Title: Chief Transformation Officer

Organizational Affiliation:

Rhode Island Department of Elementary and Secondary Education

* Telephone
Number:

(401)222-4600

Fax Number:

(401)222-2537

* Email: JENNIFER.SMITH@RIDE.RI.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 032310002

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP) State
Educational Agencies

13. Competition Identification Number:

Title:

Office of Innovation and Improvement: Charter Schools Program (CSP) State
Educational Agencies

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

Pre-K to 12, cities, towns, and state government.

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

Ocean State Charter Schools Grants Program: Will increase number of charter schools, disseminate best practices, and increase agency capacity.

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: RI 1

* b. Program/Project: RI - All

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2013

18. Estimated Funding (\$):

a. Federal	\$ 9463886
b. Applicant	\$
c. State	\$ 793907
d. Local	\$
e. Other	\$
f. Program	\$
Income	
g. TOTAL	\$ 10257793

*** 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)**

** 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: David

Middle Name: V

* Last Name: Abbott

Suffix:

Title: Deputy Commissioner

* Telephone Number: (401)222-4600 Fax Number: (401)222-2537

* Email: DAVID.ABBOTT@RIDE.RI.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:
 Rhode Island Department of Eleme...

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	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 2,000	\$ 2,000	\$ 2,000	\$ 0	\$ 0	\$ 6,000
4. Equipment	\$ 2,000	\$ 0	\$ 0	\$ 0	\$ 0	\$ 2,000
5. Supplies	\$ 1,000	\$ 1,000	\$ 1,000	\$ 0	\$ 0	\$ 3,000
6. Contractual	\$ 142,750	\$ 135,080	\$ 139,450	\$ 0	\$ 0	\$ 417,280
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 2,286,831	\$ 2,997,355	\$ 3,727,906	\$ 0	\$ 0	\$ 9,012,092
9. Total Direct Costs (lines 1-8)	\$ 2,434,581	\$ 3,135,435	\$ 3,870,356	\$ 0	\$ 0	\$ 9,440,372
10. Indirect Costs*	\$ 8,721	\$ 7,429	\$ 7,364	\$ 0	\$ 0	\$ 23,514
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 2,443,302	\$ 3,142,864	\$ 3,877,720	\$ 0	\$ 0	\$ 9,463,886

***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: 7/1/2009 To: 12/31/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 12.92%

(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%

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: David Abbott

Title: Deputy Commissioner

Date Submitted: 05/04/2010

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

Rhode Island Department of Elementary and Secondary
Education

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: David Middle Name: V
Last Name: Abbott Suffix:
Title: Deputy Commissioner

Signature: _____ Date: 05/03/2010

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 Requirements

File : C:\Documents and Settings\seitro\Desktop\CSP 2010\FINALS\CHARTER SCHOOL AUTHORIZATION CRITERIAGEPA.pdf

CHARTER SCHOOL AUTHORIZATION CRITERIA

Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Jennifer B Smith

Address:

* Street1: 255 Westminster Street
 Street2:
 * City: Providence
 County:
 * State: RI * Zip / Postal Code: 02903 * Country: USA

* Phone Number (give area code) (401)222-4600
 Fax Number (give area code) (401)222-2537

Email Address:

JENNIFER.SMITH@RIDE.RI.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: **Project Abstract** Pages: **1** Uploaded File: **C:\Documents and Settings\seitro\Desktop\CSP 2010
FINALS\CSP_AbstractFinal.doc**

Abstract

This application describes the Rhode Island Department of *Education's Ocean State Charter Program (OSCP)*, a program that seeks to **double** the number of charter schools that serve students in our urban communities over the course of the grant term. The OSCP has three grant objectives:

OBJECTIVE 1: To increase the number of new, high quality charter schools and in particular, quality urban charter schools.

OBJECTIVE 2: To improve instruction and student outcomes in existing charter schools.

OBJECTIVE 3: To increase participation in the RIDE Charter School Incubation Program through enhanced outreach, communication, and support to teachers, parents, community organizations and other public schools.

The OSCP emphasizes **charter quality** through the use of protocols and high quality authorizer training, ensuring rigor in the charter approval, periodic review, and performance evaluation cycle. This focus on quality will help ensure the OSCP will maintain charter quality amidst rapid expansion. The OSCP includes a charter incubation program designed to break down the current barriers that currently constrain charter growth – lack of access to high quality training and support and insufficient start up funding -- by providing **competitively awarded planning and implementation grants**. The OSCP also focuses on the development of **high quality, strategic dissemination projects** to encourage proven charter schools to share innovation and effective practices within the charter network and beyond. Finally, the OSCP design is grounded in a logic model that emphasizes improving **charter school performance**, improving **authorizer quality**, and expanding **state department of education capacity** to support charters across Rhode Island.

Project Narrative

Application Narrative Attachment Form

Attachment 1:

Title: **Narrative** Pages: **57** Uploaded File: **C:\Documents and Settings\seitro\Desktop\CSP 2010
FINALS\narrative_final_finalA.pdf**

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Competitive Preference Priorities

Priority 1: Periodic Review and Evaluation

Charter School Review and Evaluation Every Five Years

The Ocean State Charter School Program (OSCP) meets the Secretary's competitive preference priorities for periodic review and evaluation of charter schools. Pursuant to Rhode Island general law, each charter school must submit an application every five years to the charter authorizing agency – the Rhode Island Board of Regents for Elementary and Secondary Education. This requirement is included in the charter school law at R.I.G.L. 16-77-8(b). However, the Rhode Island Department of Education (RIDE) has statutory authority to revoke a school's charter for just cause at *any time* during the five year window, providing substantial latitude to ensure *annual* adequacy of charter performance. Please see Appendix A for a summary of Rhode Island charter laws. RIDE manages a rigorous annual and Year 4 performance review that includes a wide-ranging data collection and analysis process. Most importantly, the review team reviews the Performance Contract for the charter school, as required by the *Framework For Charter Renewal*, which can be found in Appendix C. The review team's findings and a recommendation are incorporated into a report to the Commissioner; only those charter schools that meet or exceed the expected outcomes and performance measures in the Performance Contract will be recommended for renewal.

The Charter School Review Process

The review teams, Commissioner, and Board of Regents consider multiple dimensions of information when making a decision. State statutes and regulations provide for a review and evaluation of the school's (1) faithfulness to their charter, (2) student performance relative to the

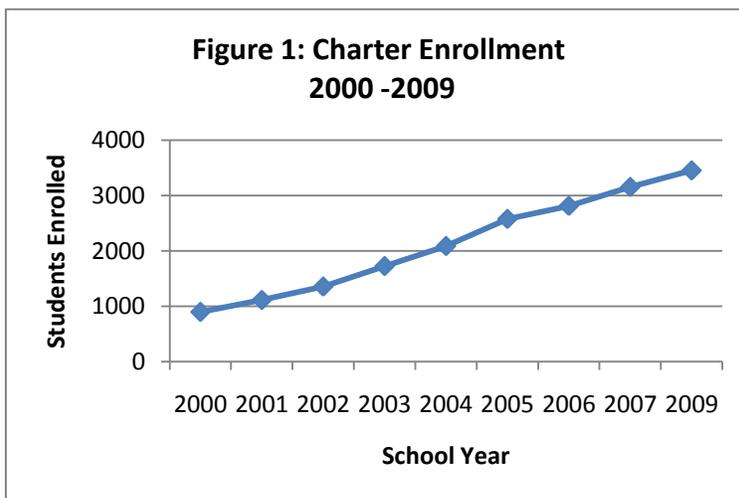
school’s goals and state targets, (3) financial stability, and (4) ability to meet the needs and expectations of parents and families. The review process includes multiple sources of data.

<i>Data Source</i>	<i>Faith to Charter</i>	<i>Student Performance</i>	<i>Fiscal Stability</i>	<i>Parents and Families</i>
<i>The Charter School’s Improvement Plan:</i> a document required under state law that articulates strategies for continued development and modification of the school’s academic program.		X		X
<i>Qualitative Data Reports:</i> SurveyWorks generates school-level data that measures parent, teacher, and student satisfaction. Self-study data is provided by the school.	X	X		X
<i>Student Performance on the State Assessment:</i> A review of trend-based student performance data .		X		
<i>Consolidated Resource Plans (CRP):</i> CRPs are the budgetary and narrative application for school’s receiving federal formula grants.	X	X	X	X
<i>On-Site Charter Program Visit:</i> The visiting team observes teaching and learning through an inquiry process.	X	X	X	X

Priority 2: Increasing the Number of High Quality Charter Schools

The Rhode Island charter school program meets the Secretary’s competitive preference priority for increasing the number of high quality charter schools in the State. Eleven charter schools are currently in operation in Rhode Island, with four additional schools in various stages of

development, and five expected to apply before December 1, 2010. The growth in charters has been especially rapid when considering the multi-year charter expansion moratorium that slowed the rate of growth.



The moratorium has been lifted along with the State charter cap.

Although Rhode Island has been rapidly expanding the availability of charter schools in the state, RIDE and the RI Board of Regents have not lowered their expectations for quality. Most charter school students in Rhode Island are from urban setting, the home of every corrective action and restructuring school in Rhode Island. Within urban settings, only about half of the elementary and middle school students in urban communities are proficient in ELA (compared with 77% statewide). Despite serving high poverty urban students with unique educational needs, Rhode Island charters schools produce student outcomes at – and in many cases well above – the urban and state average.

Table 1. Percentage of students performing at each of the four RI Performance Levels in reading at selected charter schools in 2009-2010.

2009-10 Reading Performance	Substantially Below Proficient	Partially Proficient	Proficient	Proficient with Distinction	Total Percent Proficient
Beacon Charter School	0%	2%	61%	37%	98%
Blackstone Academy Charter School	2%	15%	44%	13%	57%
The Compass School	2%	17%	68%	13%	81%
CVS Highlander Charter Elem School	15%	30%	43%	12%	55%
International Charter School	9%	23%	49%	20%	69%
Kingston Hill Academy	8%	16%	61%	15%	76%
The Learning Community	14%	26%	50%	8%	58%
Paul Cuffee Charter School	8%	29%	49%	14%	63%

Priority 3: Authorized Public Chartering Agencies and an Appeals Process

The Board of Regents is the only charter authorizer in Rhode Island. However, some of the powers of authorization are distributed more broadly around the state, enabling Rhode Island to amass some of the benefits of distributed charter authorizers while at the same time maintaining

uniformly high standards for approval. RIDE also meets the Secretary's competitive preference priority by virtue of the availability of a due process appeals hearing to any charter applicant denied a charter. Pursuant to RIGL 16-39-1 and 16-39-2, any party aggrieved by any decision issued under the education laws of the state has the right to an appeal. This appeals process would be available to charter schools that were denied approval during the formal review process.

Priority 4: High Degree of Autonomy Over Budget and Expenditures

Rhode Island General Law provides for three distinct types of charters and each model meets the competitive preference priorities in this area: (1) Non-district charters, (2) In-district charters, and (c) Mayoral Academies. For each type, there are substantial fiscal, budgetary and personnel autonomies, which are described below.

Non-District Charter School Budgetary Autonomy

Non-District charter schools operate independent of existing local education agencies (LEAs) and have the freedom to organize their resources around the mission, curriculum, theme, and pedagogy described in their charter application. They operate as a non-profit corporation, with a board of directors or trustees providing governance. State funding flows directly from the state to the school, without "passing through" a district and the schools receive their own allocations for federal entitlement funds. State tuition payments are based on the per-pupil expenditure in the district of residence for each student, and the state/municipal share of that tuition is provided on a proportionate basis equal to the state and municipal shares of funding in an attending student's district of residence. Federal categorical aid is disseminated directly to the schools without passing through districts, ensuring that each charter school receives its commensurate share and

is obligated to comply only with federal regulations that govern fund usage. Schools have autonomy over their budgets and expenditures, to hire (and fire) teachers and staff, and to set their schedules and work rules. It is the responsibility of the individual charter school's board of trustees to approve the school's annual budget and to monitor expenditures and revenues against the approved budget.

In-District Charter Schools

In-District charter schools have freedom similar to non-district charters. They are free to organize resources around a core mission, curriculum, theme, and pedagogy, but they must receive sponsorship from the local school district and the local teachers' union before submitting a charter application to RIDE. In-district charter schools are subject to the sponsoring district's collective bargaining agreement, but are otherwise afforded the autonomy to budget and expend their funds as other charter schools. Some programmatic flexibilities (that carry substantial budgetary implications) can be negotiated, freeing in-district charters from district policies (work hours, etc.). Federal categorical aid flows to in-district charters through their host district. RIDE monitors this process to ensure that the school receives its commensurate share without undue limitations or burdens.

Mayoral Academies

Mayoral Academies have the greatest fiscal autonomy of the three types of charter schools. In addition to all the freedoms afforded non-district charters, Mayoral Academies are provided the additional important freedom:

- 1) Additional freedom to enroll students from a "catchment" area from multiple districts (urban and non-urban) through a lottery system.

- 2) Exempts employment at mayoral academy charter schools from being considered service as public school employees and, therefore, shall not be entitled to the same rights, including retirement, as employees at non-chartered public schools. However, a mayoral academy charter school may petition the commissioner to have such rights apply to its employees.

In all three charter forms, RIDE respects the fiscal autonomy awarded to charter schools and has no involvement in the day-to-day management of funds at a charter school, but rather evaluates the overall fiscal health of a school as part of oversight responsibilities using tools such as *Unified Chart of Accounts* (expenditure reporting system for all public schools in Rhode Island) and an *Annual Report*.

Invitational Priority: A Focus on Urban Expansion

Charter Expansion in Urban Areas

Rhode Island is focused on opening charter schools in high need urban areas, including the active promotion of charters as viable “restart” option under federal and recently-promulgated state regulations. The Rhode Island Charter law expressly requires that no less than half of the state’s thirty-five charters be reserved for schools designed to serve at-risk pupils. This emphasis on urban expansion is further underscored in The Board of Regents’ *Charter School Authorization Criteria and Application Review Process*, which requires that “the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.” Please see Appendix C to review this document.

Rhode Island’s focus on urban expansion can be clearly seen in the demographic data showing the students served in charter schools. In stark contrast to the trends seen in many states, Rhode Island charter schools serve a disproportionately **high** number of special population students,

ELL students, and students living in poverty. A data table detailing this disproportionately high service rates can be found in Selection Criteria (i).

The Rhode Island Charter School Program continues to focus on charter expansion in high need urban settings, the home of the great majority of all public schools in needs improvement, corrective action, or restructuring under NCLB. Some of the strategies described in this program or already administered by the Rhode Island Dept. of Education include:

1. Providing a preferential weighting of the RICSP sub-grantee application and review process to incentive charter expansion in urban settings;
2. Actively promoting the use of the “restart” option for Tier I intervention schools, all of which are in urban settings; and
3. Actively recruiting well-qualified CMOs to enter high need urban communities in Rhode Island and start new charter schools or take over existing charter schools.

Taken together, these strategies reflect an on-going preference for high-quality charter schools in urban areas, and meet the requirements of the invitational priority

Application Requirements

Application Requirement (i): Rhode Island Charter School Grant Objectives

Communication of Charter School Grant Objectives

The OSCP application meets the Secretary’s requirements to inform teachers, parents, and communities of the State’s charter school grant program. RIDE will distribute information about the grant through four venues:

Venue One: Advertisement with high profile professional organizations including:

1. The Rhode Island Association of Superintendents, focusing on the availability of OSCP funding to charters as a “restart” option
2. The Rhode Island United Way, which manages the state’s largest coalition of public service non-profits with the potential capacity to pursue charter sponsorship;

3. The Rhode Island Parent Assistance Center, which works closely with parents and parent advocacy groups across the state to ensure that families are well-informed about the OSCP charter start up availability; and
4. The Rhode Island League of Charter Schools, the state organization the represents charter schools.

Venue Two: Advertisement on appropriate websites, including RIDE and the RI League of Charter Schools, State's website;

Venue Three: Promotion of the OSCP using the electronic and social networking media, including the listservs, Facebook, and Twitter; and

Venue Four: Distribution of information about dissemination program opportunities at statewide conferences, including those focused primarily of traditional public schools.

Program Objectives and their Fulfillment

The OSCP grant has three objectives: (1) To increase the number of new, high quality charter schools and in particular, quality urban charter schools; (2) To improve instruction and student outcomes in existing charter schools, and (3) To increase participation in the RIDE Charter School Incubation Program through enhanced outreach, communication, and support to teachers, parents, community organizations and other public schools.

These objectives and detail about their fulfillment can be found in Selection Criteria (i) and (iv) of this application.

Application Requirement (ii): Federal Funds Information

The response to this requirement is addressed in Selection Criteria (iii).

Application Requirement (iii): Commensurate Share of Federal Funds

The response to this requirement is addressed in Selection Criteria (iii).

Application Requirement (iv): Dissemination of Best Practices and Innovation to LEAs

The response to this requirement is addressed in Selection Criteria (iii).

Application Requirement (v): Revolving Loan Fund:

The Rhode Island Department of Education (RIDE) will not be establishing a revolving loan fund.

Application Requirement (vi): Request for Waivers

RIDE does not request any statutory or regulatory waivers at this time.

Application Requirement (vii): Charter School Compliance with IDEA

Charter Schools are intended to be Non-Discriminatory Laboratories for Innovation, Research and Evaluation (RIGL 16-77-2). Charter schools in Rhode Island are public schools acting under State law, and subject to the Age Discrimination Act of 1975, 42 U.S.C. § 6101, et seq., Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq., Title IX of the educational amendments of 1972, 20 U.S.C. § 1681, et seq., § 794 of title 29, and part B of the Individuals With Disabilities Education Act, 20 U.S.C. § 1411, et seq. All students with Special Needs in charter schools have the same rights under IDEA and Rhode Island law as students at a non-chartered public school.

The RI charter authorizing statute requires that RI charter schools like all other public schools in RI, comply with all relevant provisions of the state and federal laws protecting the educational rights of children with disabilities including all provisions of IDEA. The RIDE Office of Diverse Learners which administers RI IDEA program provides extensive technical assistance and compliance monitoring to the charter schools. A senior staff member is specifically assigned to work with the charter schools to ensure their compliance with all facts of the IDEA on behalf of their students. It is critical to note that RI charter schools are regularly visited for complete IDEA compliance monitoring through our system of School Support visits- a comprehensive,

school improvement focused visit designed to ensure the protection of all student rights under IDEA.

Funds from the federal charter school program will be awarded to charter schools that are in the planning, initial and beginning years of operation, and a disproportionate commitment of staff time has and will continue to provide technical assistance on issues relating to educating children with special needs by the RIDE. The Office of Diverse Learners and the Charter School Office host special meetings with all charter school operators for training and TA on IDEA and Section 504 of the Rehabilitation Act of 1973.

All newly chartered schools participate in RIDE workshops that provide information about a range of special education related topics. RIDE Office of Diverse Learner staff visit each new charter school facility annually and prepare reports on school support systems for students with special needs to ensure that special education instructional spaces and handicapped accessibility requirements meet applicable standards. During this visit, a meeting is held with the special education administrator to discuss overall program operation, and to review student records to ensure that IEPs are current, signed, and fully implemented under IDEA.

Selection Criteria

Selection Criteria (i): Assisting Educationally Disadvantaged Students

A Focus on Urban Learners

The OSCP program meets the selection criteria for assisting educationally disadvantaged student in two ways. First, the OSCP will be implemented within a state with a formal statutory preference for chartering activity that focuses on educationally disadvantaged students, and as a result, most charter schools in Rhode Island are located in disadvantaged urban communities.

Please see Appendix A for a summary of Rhode Island's charter law. The limited size of Rhode

Island’s rural student population, and their comparative wealth and high levels of academic achievement, makes urban students a natural focus for the OSCP focus. Table 3 provides data that justifies the OSCP focus on urban expansion, demonstrating the concentration of poor student outcomes in the five urban communities being targeted through this grant.

Table 3: Concentration of Urban Student Outcomes in Rhode Island

Student Group	Cohort Size	Graduation Rate	Dropout Rate	% Completed GED	% Still in School
Central Falls	305	52%	29%	2%	16%
Newport	192	66%	22%	3%	9%
Pawtucket	717	57%	26%	6%	11%
Providence	2,379	63%	26%	2%	9%
Woonsocket	492	60%	28%	3%	9%
All Urban* Students	4,385	61%	26%	3%	10%
All Rhode Island Students	13,163	74%	16%	3%	7%

The OSCP will make the expansion of high quality charter schools in urban communities using three strategies:

1. Providing a preferential weighting of the OSCP sub-grantee application and review process for charter expansion in urban settings;
2. Actively promoting the use of the “restart” option for Tier I intervention schools, all of which are in urban settings; and
3. Actively recruiting well-qualified CMOs to enter high need urban communities in Rhode Island and start new charter schools or take over existing charter schools.

The OSCP has the benefit of building upon a statewide legacy of charter schools serving disproportionately *high* levels of traditionally disadvantaged students. Table 4 presents data demonstrating the variance between charter and state average enrollment rates of ELL, IEP, and students living in poverty.

Table 4: Percentages of charter school students in Rhode Island who are English Language Learners (ELL), on Free or Reduced Lunch (FRL), or those on IEPs compared to State averages.

Demographic	2009 Charter Average	2009 Statewide Average	Charter to State Variance
English Language Learners	8%	5%	3%
English Language Learners	92%	95%	
Students with IEPs	13%	12%	1%
Students without IEPs	87%	88%	
Students Eligible for Free and Reduced Lunch	64%	38%	26%
Students Not Eligible for Free and Reduced Lunch	36%	62%	
White Students	30%	69%	-39%
Non-White Students	70%	31%	

Grant Objectives and their Fulfillment

The OSCP has three objectives and a number of supporting activities. In addition, each activity is further broken into implementation strategies, which can be found in section (iv), the management plan.

OBJECTIVE 1: To increase the number of new, high quality charter schools and in particular, quality urban charter schools.

- **Activity 1:** RIDE will disseminate new RFP information and ESEA requirements to potential sub-grantees on the SEAs website.
- **Activity 2:** RIDE will add weight factor preference to sub-grantees that successfully address the preference priorities of serving students in urban areas.
- **Activity 3:** RIDE will assign a field liaison to support applicants in the preference priority of urban areas.
- **Activity 4:** RIDE will award planning, implementation and dissemination grants to sub-grantees.
- **Activity 5:** RIDE will promote widespread understanding of the characteristics of successful sub-grantee applications using a wide array of communication outreach strategies.
- **Activity 6:** RIDE will provide technical assistance and support to promising charter applicants seeking full Board of Regents Approval.

- **Activity 7:** RIDE will develop a list of pre-approved CMO's and EMO's that meet the requisite State criteria.

OBJECTIVE 2: To improve instruction and student outcomes in existing charter schools

- **Activity 1:** RIDE will annually monitor charter school performance using the annual performance contract, charter school annual reports, and site visits.
- **Activity 2:** RIDE will offer technical assistance to charter schools on interpreting student achievement data.
- **Activity 3:** RIDE will add weight factor preferences to potential dissemination sub-grantees that are high-performing charter schools.
- **Activity 4:** RIDE will highlight the accomplishments of existing charter schools serving students in the preference area of urban areas and post links to their websites on the SEAs website.
- **Activity 5:** RIDE will implement a revocation/conditional renewal protocol at the 4th year for any charter school that is not improving student achievement data.

OBJECTIVE 3: To increase participation in the RIDE Charter School Incubation Program through enhanced outreach, communication, and support to teachers, parents, community organizations and other public schools.

- **Activity 1:** RIDE will disseminate information about charter schools, the chartering process, and the RIDE Charter School Incubator Program.
- **Activity 2:** RIDE will post each dissemination, planning or implementation sub-grantee's project on the SEAs website and at superintendent meetings.
- **Activity 3:** RIDE will match sub-grantees with existing, high-performing charter schools to offer technical assistance and support.
- **Activity 4:** RIDE will offer technical assistance to sub-grantees.
- **Activity 5:** RIDE will require that dissemination products developed by charter schools reflect national best practices and empirically-proven strategies.

Strategies to Fulfill the Objectives

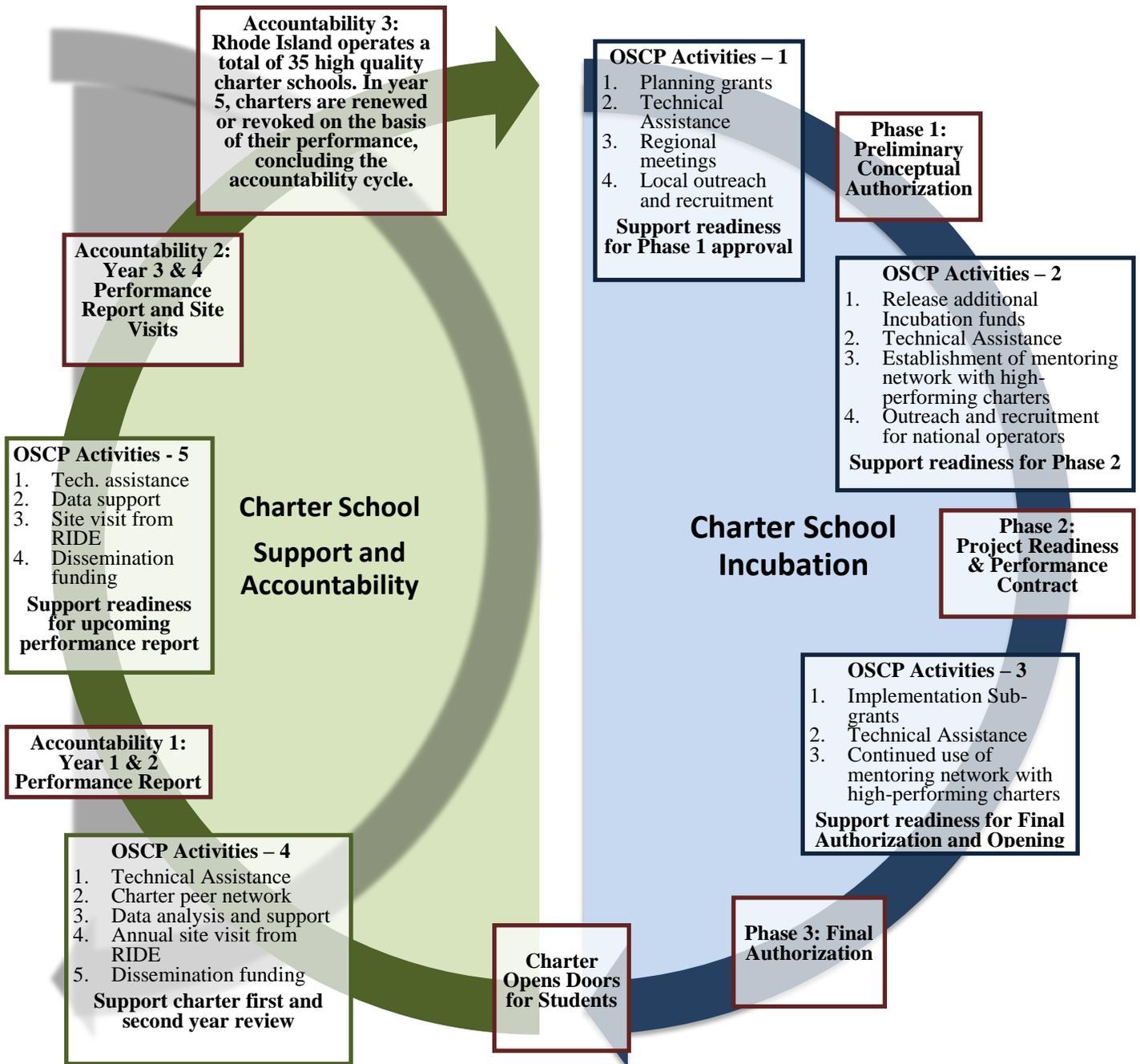
The Rhode Island Charter School Program has developed both activities and implementation strategies to fulfill the bold objectives described above. Please see the Management Plan in Selection Criteria (iv) for a detailed work-plan that describes these strategies, including the

person responsible for implementation and benchmarks for completion across the term of the grant.

Charter school administration in Rhode Island – where the state is the only authorizer -- consists of two major, complementary components: “Charter Incubation” and “Accountability and Support”.

Figure 1 on the following page presents the OSCP Logic model, a graphic that describes the relationship between the Charter Incubation and Accountability and Support *and* the relationship between the regulatory, statutory, or administrations processes associated with the state-level management of charter schools in Rhode Island. In Figure 1, the small red boxes with the headings “Stage” or “Yearly Reports” designate statutory and regulatory activities. These are the state-funded *structural* elements of the charter school cycle in Rhode Island. The OSCP design was designed to merge with and complement these structural elements of the charter cycle. The larger green boxes with the heading “Grant-Funded” designate grant-funded activities, which are distributed strategically around the charter approval and accountability cycle. By locking the OSCP into the state charter cycle, Rhode Island will be able to more fully leverage Charter Program funding, develop in-house capacity, and ensure sustainability beyond the grant term.

Figure 1. The Ocean State Charter Program Logic Model: The Incubation & Accountability Cycle.



The following pages provide a brief tour of this logic model, which is critical to the OSCP design and explains the relationship between the program objectives, grant funded activities, and the Rhode Island charter approval cycle.

Charter School Incubation

OSCP Activities – 1
5. Planning grants
6. Technical Assistance
7. Regional meetings
8. Local outreach and recruitment
Support readiness for Phase 1 approval

OSCP Activities – 1

Prospective charter schools in the early stages of seeking authorization will be eligible for grant funded support in the form of planning grants (of up to \$30,000), technical assistance, and regional charter start up meetings, and enhanced RIDE outreach and technical assistance.¹ These

services improve both the *quality* of the charter applicant pool and, at the same, increase the *size* of the charter applicant pool as they prepare for Rhode Island’s state review process. This stage prepares charter applicants for *Phase 1* of the state approval process.

Charter Authorization Phase 1: Preliminary Conceptual Authorization

**Phase 1:
Preliminary
Conceptual
Authorization**

The first phase of charter approval is “preliminary conceptual approval”. The Charter Review Committee reviews the application and makes a

recommendation to the Commissioner about the readiness of the applicant for preliminary conceptual approval. This review is grounded in the state charter approval criteria, which can be found in Appendix C. In addition, this phase includes a public Comment Period of no less than 60 days (RIGL 16-77-5) provides opportunity for written feedback from the community in which the proposed charter school is located.

¹ During this early stage in the authorization process, funded schools will be able to access only \$5,000 of their \$30,000 award.

OSCP Activities – 2

OSCP Activities – 2
1. Implementation Sub-grants
2. Technical Assistance
3. Continued use of mentoring network with high-performing charters
Support readiness for Final Authorization and Opening

Founding charter groups in Rhode Island who have received preliminary authorization are eligible to receive the balance of the planning grant monies (approximately \$25,000) to invest in technical assistance, and mentoring from high-performing charters

in the State. In addition, the OSCP introduces dissemination activities in this phase by partnering high performing, veteran charter schools with promising prospective schools. These veterans will serve as charter mentors, helping support the applicant as they navigate the state approval process. These grant funded supports, coupled with RIDE’s charter technical assistance program, prepare applicants for the charter authorization phase 2.

Charter Authorization Phase 2: Project Readiness & Performance Contract

**Phase 2:
Project Readiness
& Performance
Contract**

The next step in authorization requires applicants to meet a series of “readiness tests.” Schools must demonstrate to the Board of Regents that they are fiscally and programmatically viable, have hired a school leader, and must negotiate a performance contract with RIDE. The performance contract “articulates the rights and responsibilities of each party regarding school autonomy, expected outcomes, measures for evaluating success or failure, performance consequences, and other material conditions of operation.”

OSCP Activities - 3

OSCP Activities – 3
1. Implementation Sub-grants
2. Technical Assistance
3. Continued use of mentoring network with high-performing charters
Support readiness for Final Authorization and Opening

Charters that demonstrate readiness and have a Board of Regents approved performance contract are eligible to apply for

Implementation grants of up to \$450,000. This stage of the charter authorization process is very rigorous, requiring the prospective school to fully develop their academic program, describe their personnel recruitment, training, and retention systems, develop board bylaws, and demonstrate readiness to open. Prospective charter schools demonstrating “turn-key” readiness will be eligible for fall opening, while other charter school will be able to access their implementation funding through the end of their second school year. During this period, prospective charters will continue to receive grant-funded technical assistance and mentoring.

Charter Authorization PHASE 3: Final Authorization and Charter Opening

Phase 3: Final Authorization	Charter School Opens its Doors to Students	<p>Prospective charters that have fully demonstrated academic rigor and operational integrity will be endorsed by the Commissioner of Education and referred to the Board of Regent for final authorization. Final authorization enables the school to open at the start of the upcoming school year or defer for an additional year to allow for continued planning and the readying of facilities.</p>
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Charter School Support and Accountability

Supporting and holding newly authorized charter schools accountable for student performance is the other critical half of the Charter School Program in Rhode Island.

OSCP Activities – Box 4

<p>OSCP Activities – 4</p> <ul style="list-style-type: none"> 6. Technical Assistance 7. Charter peer network 8. Data analysis and support 9. Annual site visit from RIDE 10. Dissemination project support <p>Support charter first and second year review</p>	<p>In developing this OSCP logic model, RIDE met with existing charter schools to determine their areas and time of greatest need. Nearly all interviewed charter schools indicated that the first year of operation was one of the most difficult. Therefore, the OSCP</p>
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provides first year charters with support and technical assistance for analyzing student achievement data, access to implementation funding, eligibility to participate in dissemination grant-funded peer networks, and are assigned a designated RIDE representative. These activities support the school as it prepares for first and second-year site visits from RIDE.

Accountability 1

**Accountability 1:
Year 1 & 2
Performance Report
and Site Visit
Findings**

Charter schools in Rhode Island are visited by a team comprised of Charter School Program Committee members for one day in both the first and second year of the five-year charter. Please see Appendix G for information about this committee. The purpose of these annual visits is to observe the academic program, meet with teachers and administrators, and provide written feedback to the school. Charters that are failing to meet the terms of their performance contract will be provided with early warnings.

OSCP Activities – Box 5

OSCP Activities – 5
 1. Tech. Assistance
 2. Data support
 3. Site visit from RIDE
 4. Dissemination grants
Support readiness for upcoming year 4 review

These OSCP activities represent the final year of grant funding, and will be focused on technical assistance and support for analyzing and interpreting student achievement data to prepare the school for its third year site visit. In addition, schools in operation for at least 3 years, are also eligible to receive dissemination sub-grant funding. (see Appendix F).

Accountability 3

**Accountability 3:
Rhode Island operates a total of 35 high quality charter schools. In year 5, charters are renewed or revoked on the basis of their performance, concluding the accountability cycle.**

At the conclusion of the OSCP funding, RIDE anticipates the operation of 35 high quality charter schools. In the fourth year of the charter authorization cycle – and after the grant has ended -- RIDE conducts an

extensive review process during the 4th year of a school's charter, led by an internal review team consisting of assessment, finance, and school improvement staff as well as a representative from the Commissioner's office. Only those charter schools that meet or exceed the expected outcomes and performance measures in the Performance Contract will be recommended for Renewal.

Communication and Outreach to Increase Awareness of the Charter Program

RIDE will inform teachers, parents and communities of our charter school grant program through a variety of media, each targeted to an intended audience. RIDE will post all information about grant opportunities on the RIDE and the League of Charter School websites, produce information packets to be distributed at the quarterly regional meetings conducted by RIDE, and make written announcements in local newspapers, and through the Commissioner's field memo, Commissioner Gist's Facebook page and the RIDE Twitter account.

RIDE will disseminate information about best practices of charter schools to the rest of the State through a variety of media and educational outlets. In partnership with the League of Charter Schools, an annual conference of best practices is held to showcase the innovations and achievements of RI charter schools. Additionally, RI charter schools hold a showcase of opportunity at the RI State House. RIDE will also pair new charter schools with dissemination sub-grantees and publicize these partnerships.

RIDE will conduct regular, regional technical assistance sessions and have successful charter schools present promising practices at these work sessions and act as panels of experts in Q and A sessions. RIDE will fund through the sub-grantee process the production of materials and documents that provide information about promising practices. RIDE will post all information

about best and promising practices on the RIDE and the League of Charter School's website, produce information packets to be distributed at the quarterly regional meetings conducted by RIDE, and make written announcements of showcase events in local newspapers, and through the commissioner's field memo, Commissioner Gist's Facebook page and the RIDE Twitter.

Dissemination of Best Practices and Innovation

Please see *Selection Criteria (vi): Dissemination* for grant funded activities in this area.

Selection Criteria (ii): Degree of Flexibility Afforded Under State Statute

Administrative Relationship Between Authorizer (RIDE) and Charter Schools

Rhode Island's charter statute (RIGL §16-77) meets the selection criteria in this area and allows charter schools flexibility in a number of fiscal and governance areas in exchange for accountability for student academic performance. The law establishes a direct relationship between RIDE and each charter school's board of trustees and grants tremendous freedom to make the critical decisions that drive the school's instruction and operation. Charter schools can organize themselves around a core mission or instructional approach, recruit and set terms for high quality staffing that share a common mission and can be free of collective bargaining restrictions, control their own financial resources, and structure their school day and calendar for optimal student learning.

Table 5 summarizes charter autonomy protections by state statute. Please see Appendix A for a summary of each RIGL reference.

Table 5: Rhode Island Charter School Statutory Autonomy “At a Glance”

	<i>Fiscal and Expenditure Autonomy</i>	<i>Operational Autonomy</i>	<i>Personnel Autonomy</i>
In-District Charters	(1) Full autonomy over per-pupil funding (2) Full autonomy over school-level federal allocations, which pass through district	(1) Operational autonomy negotiated with host district (2) Required to adhere to basic ed. code (ADA compliance, minimum length of school year, etc)	(1) Personnel systems negotiated with host district, subject to terms of CBA (2) Certified teachers and administrators
Non-District Charters	(1) Full autonomy over per-pupil funding (2) Full autonomy over school-level federal allocations, which come directly from RIDE	(1) Full operational autonomy (2) Required to adhere to basic state requirements (ADA compliance, minimum length of school year, etc)	(1) Full autonomy in personnel management (2) Certified teachers and administrators (3) Staff participate in state pension program, tenure law,
Mayoral Academies	(1) Full autonomy over per-pupil funding (2) Full autonomy over school-level federal allocations, which come directly from RIDE	(1) Full operational autonomy (2) Required to adhere to basic state requirements (ADA compliance, minimum length of school year, etc)	(1) Full autonomy in personnel management (2) Exempt from pension requirements and tenure law (2) Certified teachers and administrators

Autonomy Over Instructional Design and Daily Operation

The RI Charter School statute states that teachers have the flexibility (RIGL 16-7-2) to create their own teaching and learning opportunities at the school site. Charter school directors and operators have the freedom to design and operated in accordance with their charter and Performance Contract. The state applies minimal oversight primarily limited to assurances that the school serves a diverse student body and provides instruction for no less than 180 days a year. The charter school must also comply with the requirements of NCLB, federal formula funds and federal law, including the Americans with Disabilities Act. Though this autonomy is provided to charter schools, they remain subject to the State-level performance and accountability requirements set forth under NCLB including tracking of Adequate Yearly Progress.

Autonomy in Personnel

Authorized Rhode Island charter schools possess the freedom under State law to deploy their personnel in creative, program-centered ways. Non-district charter schools enjoy substantial flexibility supported by charter school statute. They are not restricted by local collective bargaining contracts and are encouraged to creatively deployment their staff to respond to student-based priorities. In-District charters must negotiate collective bargaining agreements that make their personnel policies less flexible than non-district charters, but they still maintain substantial flexibility based on their approved design. Mayoral Academies enjoy the statutory freedoms that allow them to develop and deploy personnel in ways that are not restricted by collective bargaining agreements. The academies also do not have to respond to the potential fiscal limitations of the Rhode Island Teacher Retirement programs.

Fiscal Autonomy

As a non-profit corporation governed by a Board of Directors or trustees, charter schools maintain fiscal autonomy in Rhode Island. State funding flows directly to the school, without “passing through” a district and receive their own allocations for federal entitlement funds. State tuition payments are based on the per-pupil expenditure in the district of residence for each student, and the state/municipal share of that tuition is provided on a proportionate basis equal to the state and municipal shares of funding in an attending student’s district of residence. Federal categorical aid is disseminated directly to the schools without passing through districts, ensuring that each charter school receives its commensurate share and is obligated to comply only with federal regulations that govern fund usage. It is the responsibility of the individual charter school’s Board of Directors or Trustees to approve the school’s annual budget and to monitor expenditures and revenues against the approved budget.

Selection Criteria (iii): Number of High Quality Charter Schools to be Created

Charter School Grant Growth Targets

RIDE has set ambitious growth targets for charter schools in Rhode Island, which meets the selection criteria for increasing the number of high-quality charter schools in the State:

Projected Number of New Charter Schools to be Authorized in Rhode Island under the OSCP		
<i>2010-2011</i>	<i>2011-2012</i>	<i>2012-2013</i>
5	7	10

Ambitious Yet Attainable Growth Targets

Public Law No. 2010-0003 raised the limit on the number of charter schools in Rhode Island to 35, creating substantial room for rapid growth in the charter sector. At the same time, demand for seats in existing charter schools far exceed the number of seats available in Rhode Island. CSP funding will allow the State to aggressively expand the number of high-quality charter schools. Table 5 on the following page shows that over 3,000 students in Rhode Island have been put on waitlists for seats in 11 of the State’s charter schools. The OSCP charter expansion targets were derived, in part, through a calculation of the current wait list demand.

Despite the significant growth in charter school enrollment over the past ten years, growth in the number of charter schools stalled in recent years due to a moratorium on new charters imposed by the State legislature. This moratorium has now expired, and RIDE expects the rate of growth in the number of schools to dramatically increase over the next three years.

Table 5. Number of total applications, lottery placements (seats allocated), placement rate, and waiting list figures in Rhode Island charter schools during the 2009-2010 school year.

Charter School	Total Applications	Lottery Placements	Placement Rate	Waiting List
Paul Cuffee	586	43	7%	543
Highlander	675	42	6%	633
International	429	59	14%	370
The Learning Community	445	49	11%	396
Kingston Hill	113	22	19%	91
The Compass School	213	24	11%	189
Times2 Academy	781	45	6%	736
Blackstone Academy	238	58	24%	180
Textron/Chamber Academy	136	78	57%	58
Beacon School	107	61	57%	46
TOTAL	3,723	481	13%	3,242
<i>Total applicants does not include sibling placements</i>				

In addition, Rhode Island allows for a single charter-holder to operate multiple campuses, and does not require new charters for subsequent campuses. Thus, a Charter Management Organization (CMO) could use a single charter to operate multiple campuses. For example, in 2009, a single charter was granted to operate a K-12 *network* of mayor-sponsored charter schools, beginning with a single elementary campus.

Outreach to Ensure Charters Receive Federal Funding

RIDE ensures that all charter schools are informed about and allocated their commensurate share of federal funds by several venues. RIDE conducts regional informational and technical assistance sessions called “Consolidated Resource Plan Roll Out”. At these sessions, guidance and legislation for all federal and state funds are discussed in small groups. Inter-office teams of RIDE staff are assigned specific LEA’s, including charter schools, to ensure the delivery of

commensurate federal funding after a rigorous review of each LEA's proposal to use those funds in alignment to their strategic plan. This information and tools is published to the RIDE website.

RIDE's federal program staff also work closely with prospective and new charter schools so that they understand the mechanics of federal funds distribution, the formula through which funds are distributed to schools, and the obligations associated with their receipt. RIDE staff work with charter schools in three primary ways:

1. One-on-one technical assistance sessions with new directors and boards. These sessions primarily address the programmatic and instructional needs of the student body and the formula funds that will be distributed to support that work. These sessions are scheduled immediately after charter Authorization and support the school through the first months of operation.
2. Consolidated Resource Plan (CRP) roll-out sessions. In Rhode Island, the CRP is a consolidated federal grant application and these statewide sessions are held annually prior to the submission of the CRP and address eligibility requirements, changes in regulations, and allocation tables for every LEA including all charter schools.
3. Program-level technical assistance session for Title 1 and IDEA. New charter schools and those undergoing rapid expansion face additional challenges for funding Title 1 and Special Education programs that are dependent on enrollment figures that are not official until December 1. However, new charter schools are able to access their full federal formula allocation for each program prior to the first day of school whenever possible. RIDE's program staff work with directors of charter schools to create flexibility and in rare instances when new and expanding schools have been unable to meet application requirements, program officers can award funds outside the typical funding cycle.

Selection Criteria (iv): Management Plan

The management plan meets the selection criteria, and supports the on-time delivery of the grant objectives within the budget. The following management plan outlines staffing responsibilities, grant activities, and annual benchmarks for meeting RIDE's Charter School Program grant objectives. The management plan reflects new capacity and personnel in the State department of

education, and prioritizes the authorization and monitoring of new, high-quality charter schools in urban areas of Rhode Island.

Staffing and Responsibilities

RIDE has recently completed an organizational redesign under the leadership of Commissioner Gist and is poised to effectively manage the objectives of the CSP funds and the activities outlined in the following proposal. Charter School services have been moved into a new division, the Office of School Transformation. Please see Appendix G for an organizational chart. This reorganization ensures that charter initiatives are in the heart of the reform movement and that program staff are working closely with the staff responsible for supporting systemic improvement, school transformation, and school turnaround.

The OSCP will be lead by the Chief Transformation Officer and managed by the Charter Schools Coordinator, Charter Schools Program Officer and a Charter Schools Field Officer. These dedicated staff will direct the Charter School Program Committee, a cross-division RIDE working group that includes representation from Title I, Instruction, Finance, and Assessment and Diverse Learners. The Charter School Program Committee is a cross-disciplinary standing committee with permanent and ad hoc members responsible for managing the charter school system. The Chief Transformation Officer will lead the Charter School Program Committee. Please see Appendix G for an organizational chart for the Charter School Program Committee.

Duties of the Chief Transformation Officer

The Chief Transformation Officer (CTO) leads the transformation of underperforming schools and is focused on increasing student performance. Charter school development and implementation is part of the CTO's toolkit for strategic intervention into underperforming

schools. As part of the advocacy for increasing the number of high-quality charter schools and increasing performance-based accountability, the CTO will assist LEAs in their use of data, their identification and development of management tools that focus on improving learning and teaching, and the assessment of potential barriers and opportunities for success in improving student achievement. The CTO will report to the Deputy Commissioner.

Duties of the Charter School Coordinator

The Charter Schools Coordinator (CSC) is the primary contact for the administration of the CSP grant. The CSC is primarily responsible for managing the following grant activities:

1. Day to day management of the charter school program, including management of authorization, renewal, and the accountability system.
2. Creation of application criteria for sub-grantees and training for application review teams.
3. Training for technical assistance teams and direct management of the Charter School Program Officer.

Duties of the Charter School Officer

The Charter School Officer (CSO) is responsible for the RI Charter School Incubation Program, charter school accountability, and managing technical assistance provided to sub-grantees. The CSPO is responsible for the following grant activities:

1. Site-visits of charter schools, reviewing Performance Contracts and annual reports, and managing the Charter Renewal Process.
2. Disseminating information about the Charter School Incubation Program.
3. Facilitating relationships between existing, high-performing charter schools and current sub-grantees.

Duties of the Charter School Field Liaison

The Charter School Field Liaison, the only grant funded staff member, is responsible for designing the outreach and technical assistance portion of the Charter School Program grant, including delivering training sessions, working with sub-grantees, and facilitating and managing

the dissemination programs. The Charter School Field Liaison is responsible for the following grant activities:

1. Providing direct service to sub-grantees including technical assistance.
2. Reviewing the self-studies and evaluations from dissemination sub-grantees.

The Role of the Charter School Program Committee

The Charter School Program Committee is a cross-disciplinary standing committee with permanent and ad hoc members responsible for conferring on and managing the charter school system. The Program Committee is primarily responsible for the following grant activities:

1. Annual site visits of charter schools
2. 3-yr inspections and 4-yr Renewal Visits of charter schools
3. Training of sub-grantee review teams.
4. Reviewing Performance Contracts and Annual Reports

Timelines and Milestones

The management plan that follows defines the timeline and major milestones for completing the grant activities, identifies RIDE staff responsible for each activity, and links each activity to one of the three charter school program grant objectives.

Implementation Table: Rhode Island CSP Management Plan, 2010-2013

OBJECTIVE 1: To increase the number of new, high quality charter schools and in particular, quality urban charter schools.					
Activity	Implementation Strategy	LEAD Person or Group	Completed within SY10-11	Completed within SY11-12	Completed within SY12-13
1. RIDE will disseminate new RFP information and NCLB/ESEA requirements to potential charter school applicants	Create reviewer criteria for sub-grantees	Charter School Coordinator	X		
	Train three application review teams per year	Charter School Program Committee	X	X	X
	Write and revise RFPs for sub-grantees annually	Charter School Coordinator	X	X	X
	By September 1 of each year, advertise RFP for planning, implementation and dissemination grants	Charter School Coordinator	X	X	X
	Provide website links to RFP and NCLB on website annually	Charter School Coordinator	X	X	X
	Develop and distribute charter school federal compliance toolkits	Charter School Program Committee	X	X	X
2. RIDE will add weight factor preference to sub-grantees that successfully address the preference priorities of serving students in urban areas.	Create reviewer criteria for sub-grantees and revise annually	Charter School Coordinator	X	X	X
	Work with Board of Regents to formalize the urban expansion priority area	Chief of School Transformation	X	X	
	Train application review team in the use of the urban weight factor	Charter School Coordinator	X	X	
3. RIDE will assign a field liaison to support applicants in the preference priority of urban areas.	Recruit and hire field liaison	Charter School Program Committee	X		
	Train field liaison	Charter School Program Committee	X	X	
4. RIDE will award planning, implementation and dissemination grants to sub-grantees.	Collect and process sub-grantee applications	Charter School Officer	X	X	X
	Convene peer review panels to identify eligible sub-grantee recipients	Charter School Program Committee	X	X	X
	Notify all applicants of their funding status, including peer review feedback	Charter School Field Liaison	X	X	X
	Issue award letters to funded sub-grantees	Chief of School Transformation	X	X	X

	Implementation sub-grantees will submit annual reports, 100% compliance	Charter School Officer	X	X	X
5: RIDE will promote widespread understanding of the characteristics of successful sub-grantee applications using a wide array of communication outreach strategies.	Identify and train charter school technical assistance team focused on the application process	Charter School Program Committee	X		
	Create and maintain a Charter School web portal that provides exemplar applications, user-friendly webtools, and other resources	Charter School Officer	X	X	X
	Create and maintain an information packet for prospective applicants	Charter School Field Liaison	X	X	X
	Design and implement regional meetings to support prospective sub-grantee applicants	Charter School Officer Charter School Field Liaison	X	X	X
	Coordinate state-wide announcement of sub-grantee at the Charter school Colloquium	Rhode Island League of Charter Schools Charter School Officer	X		X
6. RIDE will provide technical assistance and support to promising charter applicants seeking full Board of Regent Approval	Assign designated Charter School Program Committee contact to each charter applicant	Charter School Program Committee	X	X	X
	Design and implement regional meetings to support prospective charter applicants	Charter School Officer Charter School Field Liaison	X	X	X
	Using sub-grantees awarded dissemination funds to create charter support network	Charter School Field Officer Charter School Liaison	X	X	X
	Authorize new charters annually: 5 in SY10-11, 7 in SY11-12, and 10 in SY 12-13	Chief Transformation Charter Prog. Committee Commissioner Board of Regents	X	X	X
7: RIDE will develop a list of pre-approved CMO's and EMO's that meet the requisite State criteria.	Create and finalize criteria list that can be used to identify high performing CMOs and EMOs	Chief of School Transformation Commissioner of Education	X		
	Using the criteria, establish a state list of eligible CMOs and EMOs	Chief Transformation, Commissioner Board of Regents	X		
	Recruit EMOs and CMOs that meet the eligibility criteria for operation in Rhode Island	Chief Transformation	X	X	X

OBJECTIVE 2: To improve instruction and student outcomes in existing charter schools					
ACTIVITY	Implementation Strategy	LEAD Person or Group	SY10-11	SY11-12	SY12-13
1: RIDE will annually monitor charter school performance using the annual performance contract, annual report, and site visits	Design and implement 3 year site visits	Charter School Program Committee	X	X	X
	Design and implement 4 year renewal inspections and reports	Charter School Program Committee	X	X	X
	Improve and strengthen the state charter school accountability system, including revision of the performance contract	Charter School Program Committee	X	X	X
	Review performance contracts and goals	Charter School Program Committee	X	X	X
	Review RIDE’s annual reporting guidelines	Charter School Program Committee	X	X	X
	Post annual reporting guidelines	Charter School Coordinator	X	X	X
	Run training sessions for new charter schools to prepare for annual performance reports and site visits	Charter School Field Liaison	X	X	X
2: RIDE will offer technical assistance to charter schools on interpreting student achievement data.	Train technical assistance teams in assisting schools in data analysis	Charter School Coordinator Charter School Program Evaluator	X	X	X
	Using program evaluator and technical assistance team, support school-level understanding of performance data	Program Evaluator Charter School Field Liaison	X	X	X
	Offer quarterly regional meetings for schools using the charter school network and dissemination grant sub-grantee	Charter School Field Liaison	X	X	X
3. RIDE will add weight preferences to high-performing charter schools dissemination plan applicants	Develop criteria for identifying “high-performing charters”	Charter School Program Committee Charter School Program Evaluator	X	X	X

	Develop and maintain high performance weight factor to dissemination grant and distribute application details to the field	Charter School Officer Charter School Field Liaison	X	X	X
	Train dissemination grant reviewers in use of high performance weight factor	Charter School Coordinator Charter School Officer	X	X	X
4: RIDE will highlight the accomplishments of existing charter schools serving students in the preference area of urban areas and post links to their websites on the SEAs website.	Create and maintain a Charter School web portal that features the strategies of high performing charters	Charter School Officer	X	X	X
	Co-host annual Charter School Colloquium that features practices of high performing charter	RI League of Charter Schools	X	X	X
5: RIDE will implement a revocation/conditional renewal protocol at the 4 th year for any charter school that is not improving student achievement data.	Conduct 4 year renewal inspections and issue reports	Charter School Program Committee	X	X	X
	Recommend continuation, closure or conditional renewal for schools by May of the 4 th Year	Charter School Program Committee RI Commissioner of Education RI Board of Regents	X	X	X

OBJECTIVE 3: To increase participation in the RIDE Charter School Incubation Program through enhanced outreach, communication, and support to teachers, parents, community organizations and other public schools.

ACTIVITY	Implementation Strategy	LEAD Person or Group	SY10-11	SY11-12	SY12-13
1: RIDE will disseminate information about charter schools, the chartering process, and the RIDE Charter School Incubator Program	Design and implement quarterly, regional meetings	Charter School Coordinator Charter School Program Committee	X		
	Train staff to host regional meetings	Charter School Coordinator	X	X	X
	Disseminate information to schools and the community	Charter School Program Coordinator	X	X	X
	Host regional meetings	Charter School Program Coordinator Charter School Field Liaison	4	4	4
2: RIDE will post each dissemination, planning or	Collect and post on website	Charter School Program Coordinator	X	X	X

implementation sub-grantee's project on the SEAs website and at superintendent meetings.	Identify and disseminate exemplary sub-grantee applications	Charter School Program Coordinator	X	X	X
3: RIDE will match sub-grantees with existing, high-performing charter schools to offer technical assistance and support	Identify high-performing charter schools using established criteria	Charter School Program Coordinator	X	X	X
	Contact sub-grantees and promote their participation in the matching program	Charter School Program Coordinator	X	X	X
	Facilitate initial meeting between school and Sub-grantee	Charter School Program Coordinator Charter School Field Liaison	X	X	X
5: RIDE will offer technical assistance to sub-grantees	Develop a performance rubric for technical assistance standards for sub-grantees participating in Incubator	Charter School Coordinator Charter School Program Committee	X		
	Train staff for Incubator regional meetings	Charter School Coordinator	X		
	Hold quarterly, regional Incubator meetings		X		
6. RIDE will require that dissemination products developed by charter schools reflect national best practices and empirically-proven strategies	Sub-grantees submit self-study and evaluation	Charter School Coordinator Charter School Field Liaison	X	X	X
	Review for educational and fiscal soundness		X	X	X
	Award dissemination sub-grants		X	X	X

The Process for Sub-Grantee Fund Application and Review

The formal RFP release for sub-grantee funding triggers an application review and scoring process in three major grant funded areas: Planning, Implementation, and Dissemination. Please see Appendix F for the review criteria that will be used to award sub-grantee funding.

Planning Grants

Applicants applying for charter Planning grants are eligible for up to \$30,000 in funding for the conceptual and initial program design for a charter school. The grant award will be designed to “gradually release” as the charter moves through the rigorous charter approval process. The first fund release will not exceed \$5,000, and is intended to support the earliest stages of charter application preparation. After the prospective charter receives “preliminary conceptual approval” from the Rhode Island Board of Regents, they will have the ability to access the remainder of their funding to support their planning needs as they move toward – and through – final authorization. Prospective charters must be sponsored by a financially viable and appropriate non-profit organization, ensuring that OSCP are never awarded to individuals. RIDE will distribute up to \$1,500,000 in planning and program design funding through a competitive process to promote the creation of innovative and promising charter schools. The average award size will be \$30,000, with a range of \$20,000 - \$40,000 depending on the nature of the proposal and its focus on the priority areas of the state and the grant. Use of planning and program design grants shall not exceed 12 months and shall be used for such planning activities as accessing technical assistance, professional development, program design, and community outreach as their charter application is being developed and prepared for submission. Prospective charter applicants must remain actively engaged in the charter authorization process to maintain access to the funding.

Implementation Grants

Implementation grants will be awarded using a competitive process, with funding going exclusively to those groups whose charter applications have been approved by the R.I. Board of Regents for Elementary and Secondary Education. The average award size will be \$325,000 with a range of \$250,000 to \$400,000 depending upon the quality of the program design and demonstrated need expressed through application. Use of planning and implementation grants shall not exceed 24 months and shall be used for further planning and development of the charter school's program design, professional development, technical assistance, and training, community outreach and recruitment, equipment, materials, and other start-up activity costs of a new charter school. OSCP will award five (5) new planning and implementation sub-grants in year one, seven (7) new planning and implementation sub-grants in year two and (10) new planning and implementation sub-grants in year three over the three-year project period for a total of 21 awards statewide over the lifetime of the grant. Implementation grants remain available to applicants for up to 30 months.

Dissemination Grants

Rhode Island distributes dissemination funds over the three-year project period through a competitive RFP process to charter schools that have been in existence at least three years and that have developed and demonstrated innovative and successful practices that can be shared with other charter schools, traditional public schools, and made known to the community at-large. Grants will be awarded in a range of \$10,000 to \$30,000 depending on the scope and quality of the application. Funds will be used to establish intra-charter peer networks led by high performing charters in operation for three or more years; mentorships between existing charters

and promising prospective applicants, and the establishment of charter/traditional school networks.

The grant review process in each of these areas uses application review teams comprised of RIDE departmental staff and peers. Please see Appendix G: Peer Review Protocol. In this case, the applicant's peers are operators, teachers or administrators of charter schools in Rhode Island, and who serve in this peer review role for a term of no more than one year.

Selection Criteria (v): Capacity to Authorize, Monitor and Ensure Accountability

Increasing Authorizer Capacity

The charter school program meets the selection criteria for holding the authorized chartering agency accountable by monitoring the sole authorizing agent, the Rhode Island Board of Regents and continually improving the Incubation, Authorization and Accountability processes. The underlying principle guiding this work is to communicate clear expectations to charter planners, the Board of Regents, and those charged with reviewing and scoring sub-grantee submissions. The following are three major grant activities that increase the State's capacity for authorizing and monitoring charter schools in Rhode Island:

1. The reorganization of the Charter School Office to focus on technical assistance and effective communication to parents, families, and communities regarding charter school application and funding.
2. Training of RIDE charter school review teams to effectively use criterion-based review scoring for charter school applications, renewal applications, and sub-grantee proposals
3. The implementation of research based protocols for the closure or re-chartering of charter schools as a turnaround strategy while continuing the practices of annual monitoring for charter authorization or renewal

The grant activities proposed in the management plan (see Selection Criteria v) also improve RIDE's capacity to authorize, monitor and implement accountability systems for charter schools in Rhode Island. In particular, the RIDE CSP will fund new charter school staff, provide agency professionals with training, and will support increased technical assistance that ensures understanding of charter application criteria and the review process. This professional development will also benefit the sub-grantee reviewers who will be using similar criteria and processes on behalf of awardees.

The reorganization of RIDE is thoroughly described in Selection Criteria iv in the management plan. The plan demonstrates an increased capacity of the agency to oversee and monitor the charter schools that require annual monitoring and review, as well as the reviewers participating in the authorization cycle. Based on best practice research about authorization policies, and using key practices promoted by the National Association of Charter School Authorizers, RIDE has developed a rigorous and comprehensive set of criteria and indicators that must be inherent in any high quality charter application that is submitted for review (See Appendix D). RI Charter School Criteria address key design elements that fall into three broad categories:

1. Education - including, mission, curriculum and assessment
2. Organization - including governance, management, recruitment and enrollment, parent and community involvement, and compliance with state and federal laws and regulations.
3. Finance and facilities - including fiscal projections, business management and facilities planning.

Concurrently, companion tools such as weighted rubrics have been developed to demonstrate clear expectations for applicants, (including sub-grantees) and reviewers. See Appendix D and F for information about this process and criteria.

Charter review teams score applications and make recommendations to the Board of Regents. To ensure clear expectations and the inter-rater reliability of the reviewers who are scoring applicants, all members of the Board of Regents and charter review teams are trained to use the Application Criteria and weighted scoring rubrics that determine the outcomes for charter school applicants. RIDE proposes to increase the pool of trained reviewers substantially over the next three years by hiring and training a field liaison and conducting training for reviewers and the authorizing Board of Regents.

In addition to the training of reviewers, RIDE intends to increase the pool of charter applications to RIDE. To ensure this goal, RIDE will conduct quarterly regional information sessions that disseminate information about school start up including: criteria and indicators of quality charter schools, the steps necessary to submit an application, the federal and state funding available, and the RIDE Charter School Incubator program which will be funded by the federal OSCP program.

Charter School Accountability for Student Outcomes

As new charter schools are authorized, they may be partnered with charter schools with proven success in start up, parental satisfaction, and student achievement. Please see page 17 for the OSCP logic model, which illustrates the accountability system.

Charter Authorization Phase 1: Preliminary Conceptual Authorization

RIDE staff review charter applicants in a three-phase process. In Phase 1, applicants submit a completed application well in advance of the academic year in which the school is to open. A Charter Review Committee comprised of educational professionals reviews the application and serves in a strictly advisory role to the Commissioner. In addition, a Public Comment Period of no less than 60 days (RIGL 16-77-5) provides opportunity for written feedback from the community in which the proposed charter school is located. The Commissioner recommends preliminary authorization to the Regents for those applicants which demonstrate 1) the capacity to implement a high-quality academic program; 2) a long-term commitment to serving traditionally disadvantaged students as part of its mission and vision; and, 3) support from the community which demonstrates both a need and demand for the school.

Charter Authorization Phase 2: Project Readiness & Performance Contract

Applicants receiving preliminary authorization must then meet a series of tests for “readiness,” including a review of their financial plans by the state auditor, the hiring of a competent school leader, the identification of a suitable facility, and the enrollment of a substantial portion of the school’s planned student body. Schools must also negotiate a performance contract with RIDE that “articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.” Please see Appendix D and E for more information about this process. The extensive and rigorous review process utilized by RIDE to determine which applicant groups will be granted a charter also serves as the review process for awarding post-charter planning and implementation funding through the CSP. Charter applications are reviewed against an

extensive set of criteria by a two separate panels of reviewers who have curricular, educational, management, financial, and legal expertise. Inter-rater agreement is expected when awarding points to the applicants and disparities over 20% are reviewed a third time. When the applicants meet criteria and are being considered for approval, public hearings are conducted. RIDE staff then interview the founding groups and proposed Board of Trustees based on questions raised during the review process. Finally, the Commissioner of Education makes a recommendation to the State Board of Regents.

Charter Authorization Phase 3: Final Authorization

Regardless of whether a charter school receives an Implementation sub-grant, the Commissioner will recommend Final Authorization to the Board of Regents only those applicants meeting all the conditions of Phases 1 and 2. Rhode Island's authorization process has proven rigorous in practice, with approximately a third of applications receiving approval. Since passage of the *Charter Public School Act of Rhode Island* in 1995, the state has received 37 applications. Of these 37 applications, thirteen have been approved, two have received preliminary approval, and three more are currently under review. Four applications (11 percent) were withdrawn and 17 (46 percent) were rejected. (See Appendix F2ii-2.) The Board of Regents rejected applicants because it considered their plans unsustainable financially or programmatically.

Charter School Support and Accountability

RIDE – in part through the support of the OSCP – will monitor the Performance Contracts with each charter school during the renewal processes. RIDE has developed systems for annually reviewing and monitoring charter schools in three main dimensions: Faithfulness to the Charter, Academic Success, and Organizational Viability (see Appendix D). Charter schools demonstrate

these qualities in Annual Reports detailing their progress towards student achievement targets as well as by maintaining sound governance and management practices. Charter School Office staff also monitor schools through annual site visits, and these observation and interview data comprise part of the Renewal Recommendation to the Commissioner at the end of the school's fourth year.

To support the work of holding charter school accountable for success, the Commissioner has created the Division of Accountability and Quality Assurance and has added additional support by providing a new, full-time position focused on charter schools. These actions have elevated the role of charter schools within RIDE and have dramatically enhanced RIDE's capacity to monitor the performance of charter schools, identify those that consistently miss performance targets, and identify practices that should be replicated elsewhere in the education system. The following sections outline specific actions taken by Accountability and Quality Assurance to monitor charter school performance, including Site Visits, Renewal Procedures and protocols for Revocation.

Site Visits, Years One and Two

Charter schools in Rhode Island are visited by the Charter School Program Committee members for one day in both the first and second year of the five-year charter. The purpose of these annual visits is to observe the academic program, meet with teachers and administrators, and provide written feedback in preparation for the 3yr Inspection Report.

Site Visits, Years Three

The purpose of the 3 Year Inspection Visit is for the school to provide the Charter School Program Committee with evidence of faithfulness to the charter, academic success, and organizational viability. The committee will develop a written report of the school's progress

towards meeting the terms of the Performance Contract that is given to the school, the Commissioner and the Board of Regents. The 3 Year Inspection is meant to give detailed findings to the school so that they may make adjustments or improvements to the academic program or governance of the school before the 4 Yr Review.

Site Visits, Years Four

The purpose of the 4 Year Review Visit is for the school to provide Charter Program Committee with evidence of how the school has met or exceeded the terms of the Performance Contract. The written findings and a recommendation for renewal or revocation is given to the Commissioner.

Renewal Process

RIDE conducts an extensive review process during the 4th year of a school's charter, led by an internal review team consisting of assessment, finance, and school improvement staff as well as a representative from the Commissioner's office. The team reviews the Performance Contract for the charter school, as required by the Framework. The review team's findings and a recommendation are incorporated into a report to the Commissioner. Only those charter schools that meet or exceed the expected outcomes and performance measures in the Performance Contract will be recommended for Renewal by the Commissioner. The Board of Regents then meets with the charter school director, the board chair, the academic officer, and the finance officer to discuss the Commissioner's Report. Only after the entire process of review is complete does the Board of Regents make its decision whether to renew the school's charter.

Revocation, closure or re-chartering

General Law provides the Commissioner of Education and the Board of Regents with broad authority to revoke a charter for poor performance in any of four broad areas:

1. Material violation of provisions contained in the charter;
2. Failure to meet or pursue the educational objectives contained in the charter;
3. Failure to comply with fiscal accountability procedures as specified in the charter; or
4. Violation of provisions of law that have not been granted variance by the Board of Regents.

The Commissioner recently adopted a new protocol governing the process for revocation of a school's charter. (See Appendix F: *Protocol for Revocation or Re-Chartering of Public Charter Schools*). Under this protocol, if a charter school fails to achieve "high performing charter school" status over a three year period, State law authorizes the revocation of the school's charter. (RIGL 16-77-8(b)). This ensures a fair, transparent process that bases charter closure decisions on a thorough review of the school's performance in student achievement. Prior to revoking a charter, the Department is further obligated to hold a hearing on any issues in controversy in regard to its actions. This combination of stringent standards, high expectations, and due process protections combine to ensure that Rhode Island is well-positioned to expand the presence of high-performing charter schools in the state. Most importantly, the processes outlined in this section place paramount importance on the well-being of the school's students, including an option to "re-charter" the school--by identifying new governance and management to take over its operations--so that its pupils can continue in the existing facility. In the case of school closure, students and their families will be assisted in transitioning to new schools, including charters and other schools of choice.

To ensure public accountability for the state's charter activities, the Commissioner publishes an annual report describing student performance in existing schools; detailing the number of new applications received, approved, rejected, or withdrawn; and detailing renewal decisions, closures, and the student achievement results upon which these decisions were based.

Selection Criteria (vi): Dissemination Activities

Charter schools in Rhode Island will be eligible to apply for Dissemination Funds. Rhode Island Charter Schools must be in operation for at least 3 consecutive years and demonstrate success in the following areas, pursuant to the Secretary's requirements:

1. Substantial progress in improving student academic achievement
2. Demonstrate high levels of parent satisfaction; an
3. The management and leadership has overcome initial start-up problems and established a viable organization.

The dissemination RFP under the RIDE Charter School Program will allow sub-grantees to apply in any or all of the following three Dissemination categories:

1. **High-performing charter schools** in Rhode Island may apply to support prospective charter applicants in their movement through the Board of Regents Charter Authorization Process.
2. Sub-grantees may also apply to participate in **charter networks** that focus on issues critical to increasing student achievement. RIDE will schedule, host, and facilitate meetings of these networks as part of the CSP grant activities. For example, parent engagement is increasingly important to communities in which charter schools operate, and networks of high-performing charter schools would likely learn how to best implement practices that support parent engagement, from each other.
3. RIDE's Charter School dissemination RFP will give weight preference priority to those sub-grantees who intend to **include non-chartered LEAs** in their proposed activities. In particular, RIDE will favor sub-grantees participating in regional charter dissemination

conferences who intend to co-present or otherwise involve these LEAs in their dissemination activities.

Please see Appendix F and G for a draft review criteria and peer review protocol and RFP detailing the requirements for sub-grantees applying for funding in any or all of these dissemination categories.

The purpose of these grant activities is to increase communication between parents, teachers, community members and Charter School Office staff about charter schools. In particular, successful sub-grantees will offer pragmatically and fiscally sound plans for disseminating information about charter schools, best practices for increasing student achievement, and information about the authorization and renewal process for charter schools in the State.

Selection Criteria (vii): Evaluation Plan

The proposed evaluation plan meets The Secretary’s selection criteria and is organized in two parts: a) *benchmarks of progress* towards the project objectives; and b) *outcomes measures* to assess student academic achievement. Brown University’s Urban Education Policy (‘UEP’) Program will serve as an external evaluator of the Rhode Island Department of Education’s (‘RIDE’) plan to expand the number of high-quality charter schools from thirteen to thirty-five over the next three years. The evaluation primarily focuses on the impact of the charter school Incubation & Accountability cycle in Rhode Island on student performance, in the context of the following grant objectives:

OBJECTIVE 1: To increase the number of new, high quality charter schools and in particular quality urban charter schools.

OBJECTIVE 2: To improve instruction and student outcomes in existing charter schools

OBJECTIVE 3: To increase participation in the RIDE Charter School Incubation Program through enhanced outreach, communication, and support to teachers, parents, community organizations and other public schools.

Benchmarks of Progress Toward Program Objectives

The first two stages of evaluation – proof of concept and authorization – compose the process evaluation, which considers RIDE’s ability to uphold its **rigorous review process for new charter school applications** (Objective 1). Each application by a new charter school must address required components and give evidence of their plans, process, or actions taken to achieve these goals (Subsections iv-vii of Section 3 of CSP grant Application Narrative Instructions). UEP, as external evaluator, will provide analysis as to how rigorously RIDE considered these indicators when reviewing applications. They will also evaluate whether those indicators are appropriate for creating high quality charter schools. The authorization – or proof of concept stage – for each applicant must be met by RIDE with an explicit demand for the applicant to prove how the application is innovative, meets a demand, and is achievable. UEP will determine if RIDE has made this prerequisite in a comprehensible, timely fashion, and if the charter applicant was given the proper assistance to understand this concept. The purpose of this evaluation is to determine RIDE’s efficacy in approving those applications that will most likely result in high-quality charter schools (Objective 1).

Evaluation Stage 1 – Proof of Concept

The SEA must provide technical assistance or establish a professional development and technical assistance to the charter authorizing team within RIDE. UEP will evaluate this proof of concept stage two fold. First, UEP will determine if the scoring system used by RIDE truly separates the poor applications from quality applications. The conceptual, pre-authorization stage must focus on demand in Rhode Island’s emerging markets, and how the school is innovative compared to

traditional schools in the district, among other criteria to be determined by RIDE. It is also worth noting that these aforementioned criteria will also be objectively evaluated by UEP as rigorous and relevant to the future of Rhode Island's economy. Therefore, the proof of concept phase includes two separate evaluations: if the scoring system used by RIDE effectively funds the highest quality of applicants; and if the scoring system itself includes rigorous and relevant indicators of quality as they relate to Rhode Island. Both of these evaluations will use current Rhode Island charter schools to determine a baseline of **the relationship between indicators of quality in the application and student performance** (Objectives 1 & 2).

Evaluation Stage 2 – Post-Authorization

The post-authorization stage requires that RIDE provide each approved charter applicant with technical assistance and professional development to ensure a smooth opening. UEP will gather qualitative data from participants in the technical assistance programs provided by RIDE to determine applicant satisfaction with RIDE's assistance. Examples of the post-authorization assistance from RIDE will include, but are not limited to: **matching the prospective school with an existing charter school** to serve as a mentor; instituting a plan for leadership development; **providing examples of governance and bylaws** completion; and **training** necessary staff members in providing state-mandated data (Objective 3). A draft of the evaluator's leadership development rating system is found in Appendix II.

The purpose of evaluating these post-approval stages is to create a technical assistance process that yields a 100% success rate of approved charters becoming high quality charter schools. A long-term study will include applicants from that same year that did not receive the technical assistance in a comparative analysis of student performance.

Evaluation of Student Performance

The last three stages of the evaluation analyze the performance and benchmark achievements of Rhode Island's charter schools at the school level, the classroom level, and the student level (Objective 2). The three-tiered analysis offers three views of **the differences between charter schools and traditional public schools**, while working together to create a single analysis of charter school performance. The UEP's pre-existing agreement with RIDE to share data allows it to serve as an objective evaluator that can conduct rigorous analysis of growth in all learning environment aspects (teacher performance and school environment) while also emphasizing test performance (standardized, non-standardized).

Annual Benchmarks of Progress for RIDE

- The number of new applicants for charter schools: **January**
- The number of new applicants for charters that have entered the formal pre-approval process (have accessed the guidebook, demonstrate a knowledge of the bureaucratic needs of charter): **June**
- The number of new applicants approved by board of regents and plan to enter post-approval process: **January**
- The rate of new applications that received pre-approval state assistance but not did come up for approval decision: **November**
- The rate of new applications that received pre-approval state assistance but were denied approval: **November**
- The rate of charter schools meeting or exceeding NECAP standards, with associated comparison of traditional schools in same district: **November**
- The graduation rate of all one-time charter school students: **June**
- The number of high quality charter schools, compared to the number of low-quality or failing charter schools: **June**
- Collection of qualitative data required for mixed-methods evaluation: **June**
- Collection of quantitative data required for mixed-methods evaluation: **May**

Outcome Measures to Assess Student Achievement: Data Types and Sources

Quantitative data, in the form of NECAP scores and school and student-level indicators of performance, will be derived from RIDE's Data Warehouse and used to determine RIDE's progress toward reaching its goal of creating more high quality charter schools (Objective 1).

Qualitative data, in the form of school site visits and team meeting rubric analysis, will aid the evaluation of charter school performance over the life of the project. Other qualitative data including the RIDE application processes and scoring rubrics as well as interviews with current and future charter school applicants will serve as inputs. The changing market for educational needs in Rhode Island will also serve as inputs into an evaluation of RIDE's application processing procedure. A tracking database managed by UEP and continuously shared with RIDE will contain the data output. Yearly reports will measure outcomes and benchmarks related to RIDE goals, while formative assessments will be distributed monthly and quarterly to ensure the project's progress.

Evaluation Stage 3 – School level analysis

The first stage of performance evaluation involves examining **yearly student achievement** and conducting grade level analyses (Objective 2). This method will provide an overall snapshot of the school for any given year, but does not model growth in achievement over time. It will be augmented by a second level analysis that includes cohort-based tracking to **evaluate student growth over time** (Objective 2). While this scenario provides a more narrow view that does not encompass the entire school, it is useful for identifying growth in student achievement and the more long-term effects of certain measures and changes. The two approaches, taken together, will provide rich grade, school, and program level data.

The three-year longitudinal analysis based on NECAP data will track student growth over time. Yearly deliverables would compare charter school and district achievement to determine relative growth of each. Using charter schools in a broad treatment group, as well as disaggregating to charter schools in specific cities and economic zones, and relative control groups of traditional schools, will **show the cross-sectional impact of school choice by public school children**. UEP will conduct a longitudinal study of the same groups to examine the effects of continuous charter school enrollment on likelihood of graduation and rate of growth on test scores and alternative indicators. The purpose of this school level analysis is to present broad differences in achievement across public schools in Rhode Island, and the rate of charter schools achieving their benchmark proficiency rates.

Evaluation Stage 4 – Classroom level analysis

For the classroom level analysis the study will primarily use the sample walkthrough evaluation tool and teacher team meeting rubric in Appendices III and IV. Not only is this a way to compare classroom practices in public and charter schools, but it also identifies strengths and weaknesses in charter school teaching and administrative styles. Thus, the walk-through tool and teacher team meeting rubric will serve as a feed-back loop to identify topics for training and professional development in charter schools.

Evaluation Stage 5 – Student level analysis

The lottery system used by the charter school community offers unique opportunities for scientific research. A partnership between UEP, RIDE, and the Rhode Island League of Charter Schools formed in 2009 to allow for extensive data sharing and analysis. Rhode Island's data warehouse provides student-level data for all public school students, allowing for cohort and subgroup analysis. This level of disaggregation allows for Brown, as the partnership's evaluation

arm, to make cohort level statements at specific periods of time (i.e. Third graders at urban charter schools perform better in math than their surrounding traditional school counterparts), subgroup statements (i.e. Students qualifying for free and reduced lunch in third grade perform better in math than their surrounding traditional school counterparts), and longitudinal cohort and subgroup statements due to partnership being five years long (i.e. A student continuously enrolled in the same charter school for three years improves at a higher rate than traditional school students that also stay at the same school for three years). The quality of the data in RI provides the evaluator with the tools to complete this student-level analysis.

Evaluation Methods

The outcome measures used to longitudinally compare charter schools and traditional schools include student achievement, student growth over time, and also the experimental variables of student engagement, post-secondary readiness, and student social-emotional development. Student growth and achievement level will be determined by NECAP test scores, which are available for grades 3 through 8, and grade 11. The methodology of this quasi-experimental design borrows the methods of Caroline Hoxby (2007) and her New York Charter School Experiment², which set charter school lottery winners and entrants as a treatment group, and those displaced by the lottery as well as those that never applied to the lottery as separate control groups. Her findings suggest students continuously enrolled in charter schools, especially those of minority students, make marked improvements over both control groups. However, it is pertinent to Brown's analysis that she also found those that applied for charter lotteries performed better than those who never applied for a charter school. Brown's concurrent study of

² Hoxby, C.M., Sonali Murarka, and Jenny Kang. "How New York City's Charter Schools Affect Achievement, August 2009 Report." Second report in series. Cambridge, MA: New York City Charter Schools Evaluation Project, September 2009. [Http://www.nber.org/~schools/charterschoolseval](http://www.nber.org/~schools/charterschoolseval)

Rhode Island charter schools, though not associated with the CSP grant, leverages it as a qualified evaluator of new charter schools, as it has a Memorandum of Understanding in place to access Rhode Island's data warehouse and analyze test score data.

The experimental aspect of Brown's design is to include alternative indicators of success beyond state-mandated tests and other test-based accountability measures. Due to the lack of high school test data (grades 9, 10, and 12 are not tested by the state), the research team will use a college readiness index variable that includes enrollment in college-prep curriculum, submitted applications for post-secondary institutions of training or study, graduation rates, and post-secondary study entrance exam participation (AP and SAT). A proxy for student engagement will be indexed by attendance rates, continuous enrollment, and discipline referrals that associate with persistent distraction. A social-emotional development index plans to compile violence, drug or alcohol, or other destructive traits from the student-level data available through the warehouse³.

The methodology of creating these variables in the stated manner was borne out of the National Consensus Panel on Charter School Academic Quality (June 2008), convened by the Charter School Quality Consortium and published under the heading "A Framework for Academic Quality". Basic regression analysis will test the significance of the effects on public school students when enrolled at a charter school compared to those that are not. The equation computes the average achievement of non-charter school students and the difference between the achievement of the charter school students and non-charter school students (the treatment group

³ Please see Appendix VI for Brown's charter school indicator's memorandum. The source of inspiration for the indicators come from A Framework for Academic Quality: A Report from the National Consensus Panel on Charter School Academic Quality (June 2008), *convened by the Charter School Quality Consortium*. More information on the Consensus Panel Process is available on page 17 and 18 of "The Report" at http://www.bcsq.org/downloads/BCSQ_Report.pdf.

and the control group). The key control variables will include the difference in charter school applicant pools from one charter to another, the unavailability of prior year test scores, and the grade level or year that the data was collected. Racial and socioeconomic control variables may not be necessary because of randomization associated with the initial lottery, which dispels selection bias.

The purpose of this evaluation tool is to provide an analysis of student-level impact by the increased amount of high quality charter schools in Rhode Island (Objective 1). The output of this evaluation will indicate trends in demographic performance (free or reduced lunch, minority students, special needs, etc.) The proxy determinants of student engagement, college readiness, and social emotional development help to evaluate elements of the school and classroom environment, and the qualitative classroom surveys and observations are closely tied to this student-level evaluation.

Outcome Measures

- 100% of new charter schools (one year since doors opened) will have more students proficient or proficient with distinction in ELA than their traditional public school peers within the community in which the charter school resides
 - 50% of new charters schools will show at least a .15 standard deviation difference in ELA proficiency rates when compared to their traditional public school peers
- 100% of new charter schools (one year since doors opened) will have more students proficient or proficient with distinction in math than their traditional public school peers within the community in which the charter school resides
 - 50% of new charters schools will show at least a .15 standard deviation difference in math proficiency rates when compared to their traditional public school peers
- 100% of new charter schools (three years since doors opened) will have more students proficient or proficient with distinction in ELA than their traditional public school peers within the community in which the charter school resides

- 50% of new charter schools will show at least a .3 standard deviation difference in ELA proficiency rates when compared to their traditional public school peers
- 100% of new charter schools (three years since doors opened) will have more students proficient or proficient with distinction in math than their traditional public school peers within the community in which the charter school resides
 - 50% of new charter schools will show at least a .3 standard deviation difference in math proficiency rates when compared to their traditional public school peers
- Five new charter schools will be authorized in the first year of project, seven in the second year, and ten in the third year, for a total of 22 over the first three years
- 100% of charter schools approved after CSP award will be high-performing within 3 years
- 100% of new charter schools will participate in state and evaluator site visits and external data collection procedures.
- 100% of existing charter schools will participate in state and evaluator site visits and external data collection procedures within five years of project.
- Important comparison indicators
 - Proficiency rate of comparable Rhode Island districts on NECAP
 - Proficiency rate of all Rhode Island students on NECAP
 - Unemployment rate in all comparable districts and state

Evaluation Instruments

The evaluator will create a tracking database that will gather all information associated with the process and performance of RIDE's implementation of high quality charter schools. Components of the tracking database include but are not limited to:

1. Rubrics of the peer review panel scoring, new charter applications; informal: interviews with applicants, evidence of interest information gathered by RIDE. These inputs will be both descriptive and quantitative, and allow for future codification into discrete (yes or no) or continuous (1-infinity) output.
2. Graduation rates, retention rates, growth rates, attendance rates, number of discipline infractions, total days enrolled, and post secondary goals) will be extracted from RIDE's Data Warehouse by the evaluator and updated as new data becomes available. Monthly or quarterly coordination with RIDE's data officer will parallel the project update meetings with the UEP. Data from state published reports and data files containing timely NECAP score results will be harvested for the database.

The qualitative performance evaluation data, to be collected by site researchers and other specialists trained in coordinating focus groups and interviews will be held in a descriptive database.

Data Analysis

The data analysis will include a mixed-methods approach of longitudinal data and absolute year data. The analysis will also include disaggregating the output into normative subgroups (special education, ethnic and socioeconomic, grade level, etc). The longitudinal data will include methods of regression that take yearly change into consideration and assume a control of selection bias via the lottery system, as in Hoxby (2006). Just as the charter applications will be scored by an agreed upon rubric, RIDE's diligence in its authorization and assistance process will be scored objectively by a rubric created by the evaluator. The source material of these scores will be based on the process evaluation qualitative data. The student, teacher, and parent survey responses will be judged longitudinally to project changes in reflections and attitudes toward specific charter schools, with a standard positive response rate determined for high quality charter school qualification. The evaluator and RIDE may also investigate the following additional research questions:

Research Question 1: What is the relationship between funds allotted to sub-grantees and student achievement or student growth within five year?

Research Question 1: What is the overall difference in student performance for charter schools that receive CSP sub-grant awards and those that do not?

Reporting and Results

The reporting requirements for the CSP grant include annual reports, which will be provided by the evaluator in the following formats:

- 1) Formative data that is intended to test the evaluation instruments for fidelity and relevance will be reported quarterly to RIDE and to the CSP administrators. Meetings that involve RIDE's charter school specialists, UEP, all other associated project evaluators and staff, and RIDE data officers will be carefully documented to determine milestone achievements, project updates, project changes, and pressing evaluation design concerns. These meetings will take place quarterly and will be reported annually.

- 2) The annual reports and formative data will be provided to all charter school community members (schools, teachers, parent communities, and other interested parties) and all other stakeholders in order to receive feedback on program impact and evaluation deficits. There will be a comprehensive section in the report that considers "findings" of charter school implementation best practices. This "findings" section will be included in new applicant technical assistance materials and distributed to other necessary stakeholders.

Project Narrative

Other Attachment Form

Attachment 1:

Title: **Appendix** Pages: **50** Uploaded File: **C:\Documents and Settings\seitro\Desktop\CSP 2010
FINALS\Appendix_final.pdf**

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Rhode Island Charter Statutes and Regulations

Appendix A: Rhode Island Statutory Excerpts

RHODE ISLAND STATUTORY Excerpts

Charter Public School Act of Rhode Island RIGL 16-77

<http://www.rilin.state.ri.us/Statutes/TITLE16/16-77/INDEX.HTM>

SECTION 16-77-1

Excerpts of Charter Purpose: § 16-77-2

(a) The purpose of this chapter is to provide an alternative within the public education system by offering opportunities for existing public schools, groups of public school personnel, school districts, and established Rhode Island nonprofit organizations to establish and maintain a public school program according to the terms of its charter.

(b) Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education. These charter public schools shall be vehicles for research and development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, and fiscal accountability. It is the intent of the general assembly to create within the public school system vehicles for innovative learning opportunities to be utilized and evaluated in pilot projects. The provisions of this chapter are to be interpreted liberally to support the purposes set forth in this chapter and to advance a renewed commitment by the state to the mission, goals, and diversity of public education.

Excerpts of Renewal Conditions: § 16-77-3

Commissioner of elementary and secondary education and local school committee

authorized to recommend the granting of a charter. – (a) The commissioner of elementary and secondary education and/or the school committee where the charter public school is to be located are authorized in response to an application to recommend to the board of regents for elementary and secondary education the granting of a revocable charter authorizing operation of a charter public school **for up to five (5) years**, subject to renewal for additional five-year periods.

Excerpts of Mayoral Academies: § 16-77-3

(k) A "mayoral academy" means a charter school created by a mayor of any city or town acting through a nonprofit organization established for said purpose, which enrolls students from more than one city or town including both urban and non-urban communities and which offers an equal number of enrollments to students on a lottery basis; provided, further, that such mayoral academies shall have a board of trustees or directors which is comprised of representatives from each included city or town and is chaired by a mayor of an included city or town.

Excerpts from Creation of Charter Schools § 16-77-4

(a) Any group eligible to establish a charter public school may apply to the commissioner of elementary and secondary education and the school committee of the district.

(b) The commissioner of education may recommend to the board of regents for elementary and secondary education granting of a charter for a public school upon receiving a completed application which contains all of the information which he or she deems necessary to fully address the following issues. The application shall:

- (1) Be submitted to the commissioner and to the local school committee by not later than December 1 of the school year before the school year in which the charter public school is to be established;
- (2) Describe a plan for education, including the mission, objective, method of providing a basic education, measurable student academic goals that the charter public school will meet, and process for improving student learning and fulfilling the charter and fulfilling state and national educational goals and standards;
- (3) Provide a minimum of one hundred eighty (180) days of instruction to students per year;
- (4) Indicate performance criteria that will be used to measure student learning and to comply with the charter, state, and national educational goals and standards;
- (5) Include an agreement to provide a yearly report to parents, the community, the local school committee, and the commissioner of elementary and secondary education, which indicates the progress made by the charter public school during the previous year in meeting the charter objectives...

Excerpts of Charter School Autonomy, Personnel § 16-77-4

(12) With the exception of mayoral academies, teachers and administrators in charter schools shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators within the school district, and shall be subject to the state teacher retirement system under chapter 8 of title 36. With the exception of mayoral academies, employment in a charter school shall be considered "service" as that term is defined in chapter 16 of this title. With the exception of mayoral academies, all employees and prospective employees of a charter school shall be deemed to be public school employees, having the same rights, including retirement, under Rhode Island and federal law as employees and prospective employees at a non-chartered public school.

Each mayoral academy established pursuant to this chapter may nevertheless, by written notice to the commissioner of elementary and secondary education, elect to have this subsection apply to its teachers, administrators and employees.

Excerpts of Process for consideration of proposed charter: § 16-77-5

(a) If the commissioner of elementary and secondary education or the local school committee finds the application to be incomplete, further information may be requested and required. The commissioner shall develop regulations for amending an approved charter, consistent with the provisions of this chapter.

(b) After having received a satisfactory application, the commissioner of elementary and secondary education will provide for a public comment period of not less than sixty (60) days, during which they will hold at least two (2) public hearings on the application. These hearings will be held in the district where the proposed charter school is to be located. Any person may file with the committee and/or the commissioner comments, recommendations, and/or objections relevant to the granting of a charter.

(c) A copy of the completed application for a charter public school at an existing public school shall be provided to the collective bargaining agent for the teachers in that school district at the time that it is filed with the school committee and the commissioner. The teachers through their collective bargaining agent shall be afforded the opportunity to present their analysis of and recommendations regarding the proposed charter to the school committee and the board of regents for elementary and secondary education prior to any determination by those entities. If the teachers' union objects to the proposed charter or to any provision of it, it shall set forth the reasons for those objections in detail. These objections and recommendations shall be considered and responded to by the school committee and the commissioner before making any recommendation to the board of regents, and by the board of regents prior to its determination.

(d) The commissioner and the local school committee will each decide on whether or not to recommend the granting of the charter within ninety (90) days after the conclusion of the public comment period.

(e) If the commissioner of elementary and secondary education or the local school committee recommend the granting of the charter public school petition, the matter shall be referred to the board of regents for a decision on whether or not to grant a charter. Notice of the granting or denial of the application will be supplied. The decision of the board of regents, complete with reasons and conditions, shall be made available to the public and to the applicant.

(f) The commissioner, with the approval of the board of regents for elementary and secondary education, may grant a variance to any provision of title 16 other than those enumerated in § 16-77-11 and to any department of education regulation and to any school district regulation which does not affect the health and safety or civil rights of pupils in charter public schools.

(g) All charter applications shall be matters of public record and will be provided to members of the public upon request.

(h) Notwithstanding the provisions of this section, the Board of Regents shall not grant final approval for any new charter school to begin operations in the 2006-2007 or 2007-2008 school year.

Excerpts of Budgets and Funding: § 16-77-6

(a) It is the intent of the general assembly that funding pursuant to this chapter shall be neither a financial incentive nor a financial disincentive to the establishment of a charter school. Funding for each charter public school shall consist of state revenue and municipal or district revenue in the same proportions that funding is provided for other schools within the school district in which the charter public school is located.

(e) A charter public school shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district.

(f) A charter public school may negotiate and contract directly with third parties for the purchase of books, instructional materials, and any other goods and services which are not being provided by the school district pursuant to the charter.

Excerpts of Rhode Island Department of Education Accountability § 16-77-8

Charter school approval for establishment or continuation shall be for up to a five (5) year period. In either case, board of regents approval is required. However, the charter may be revoked at any time if the school:

- (1) Materially violates provisions contained in the charter;
- (2) Fails to meet or pursue the educational objectives contained in the charter;
- (3) Fails to comply with fiscal accountability procedures as specified in the charter; or
- (4) Violates provisions of law that have not been granted variance by the board of regents.

Focus on Urban Students § 16-77-8

(c) It is the intent of the general assembly that priority of consideration be given to charter public school applications designed to increase the educational opportunities of educationally disadvantaged and at-risk pupils.

Charter School Accountability: § 16-77-12

All charter schools shall continuously monitor their financial operations by tracking actual versus budgeted revenue and expense. The chief financial officer of the charter school shall submit a report on a quarterly basis to the state office of municipal affairs certifying the status of the charter school budget.

The quarterly reports shall be in a format prescribed by the state office of municipal affairs and the state auditor general. The reports shall contain a statement as to whether any actual or projected shortfalls in budget line items are expected to result in a year-end deficit, the projected impact on year-end financial results including all accruals and encumbrances, and how the charter school plans to address any such shortfalls.

The auditor general or the state director of administration may petition the superior court to order the charter school to file said reports. The director of administration may also direct the state controller and general treasurer to withhold any funding to the charter school until the school complies with the reporting requirements hereunder. Failure to comply with this section shall be cause for the revocation of the school charter.

Appendix B: Summary Of Mayoral Academies

Mayoral Academy Charter Schools Summary

Article 38 (Sub A) of the FY2009 state budget contains language enabling the establishment of “*Mayoral Academy*” charter schools. The language within Article 38 (Sub A) amends R.I.G.L. 16-77-3, (charter schools statute) and R.I.G.L. 16-16-6 (Service Credit) in several ways.

- 1) The amendment allows a mayor of any city or town within the state of Rhode Island, acting through a nonprofit organization to establish a mayoral academy.
- 2) Allows mayoral academy charter school’s to draw students in equal number from multiple districts (urban and non-urban) through a lottery system, and mandates that the governing body of the school shall be comprised of representatives from each included city and town, and chaired by a mayor of an included city or town.
- 3) Exempts teacher employment at mayoral academy charter schools from entitlement to prevailing wages and benefits.
- 4) Exempts employment at mayoral academy charter schools from being considered service as public school employees and, therefore, shall not be entitled to the same rights, including retirement, as employees at non-chartered public schools. However, a mayoral academy charter school may petition the commissioner to have such rights apply to its employees.

The exemptions provided to mayoral academy charter schools shall not apply to existing charter schools or future charter schools not established as mayoral academies,

The process of reviewing and authorizing a mayoral academy charter school remains the same as the process of all charter school authorizations in Rhode Island. Charter applications are reviewed by RIDE and upon the recommendation of the commissioner are authorized by the Board of Regents. Mayoral academy charter applications will be reviewed and recommended on their merits and in the order that they are received with respect to all other charter applications.

Mayoral academy charter schools are subject to the same regulatory oversight as all Rhode Island public schools (charter and non-charter).

Rhode Island Charter School Authorization Cycle and Processes

Appendix C: Draft Rhode Island Charter School Application And Renewal Criteria

AREA 1: SCHOOL IS FAITHFUL TO THE TERMS OF ITS CHARTER	
Mission of the school	
Mission	The school is faithful to the mission, vision, and educational philosophy defined in the charter application and subsequent approved amendment(s), if applicable.
Organizational structure	
Governance/ leadership	The Board of Trustees implements the governance and leadership structure as defined in the charter application or subsequent approved amendment(s), if applicable.
Contractual relationships (if applicable)	The Board of Trustees and school leadership establish effective working relationships with their management company. Changes in the school’s relationship with its management company comply with required charter amendment procedures. The Board of Trustees of a Rhode Island charter school establishes and operates under a Performance Contract with the RI Board of Regents
Educational Program	
Academic program	The school establishes an academic program, including pedagogical approach, curriculum, assessment, and other unique elements of the educational philosophy defined in the charter application or subsequent approved amendments.
Student services	The school provides services for all students, including but not limited to those with special education and English language learner needs, as defined in the charter application or approved amendments and as required by law.
Enrollment	The school’s student recruitment and enrollment process is faithful to that intended in the charter and as defined by statute and regulation.

AREA 2: THE SCHOOL'S ACADEMIC PROGRAM IS A SUCCESS.	
State mandated Assessment	
NECAP	Students at the school demonstrate Proficiency, or progress toward meeting proficiency targets on state standards, as measured by the NECAP exams in all subject areas and at all grade levels tested for accountability purposes.
Accountability Plan goals	The school meets, or shows progress toward meeting, NECAP goals set in their Accountability Plans.
AYP	The school makes Adequate Yearly Progress (AYP) in the aggregate and for all statistically significant sub-groups. The school is not identified for accountability purposes
Other Achievement, Improvement, and Assessment measures	
Accountability Plan goals	The school meets, or shows progress toward meeting, the external assessment goals set in its Accountability Plans.
Internal measures of student achievement	Students demonstrate progress on internal measurements linked with the school's promotion or exit standards.
Accountability Plan goals	The school meets, or shows progress toward meeting, internal assessment goals set in its Accountability Plans.
Curriculum	
Skills and knowledge expectations	The school's curriculum, as implemented in the classroom, consistently addresses the skills and concepts that all students must know and be able to do to meet state standards, and supports opportunities for all students to master these skills and concepts.
Diverse learners	The school's curriculum articulates the skills and concepts that all students must know and be able to do, and supports opportunities for all students to master established skills and concepts. The school establishes and implements an accommodation plan that addresses the needs of diverse learners.
Program evaluation	The school has systems and structures in place to regularly and systematically review the quality and effectiveness of the academic program.
Implementation of the curriculum	The school's curriculum is documented, and teachers plan and deliver lessons directed by the school's curriculum guidelines.
Teaching and Learning	
Organization	The classroom and school environment is orderly and supports the goal of student understanding and mastery of skills and is consistent with the school's mission.
Instruction	School-wide instructional practice is aligned with the school design and student learning objectives, is consistently and effectively delivered, and conveys clear expectations to students. Teachers are purposeful in their lessons and students are engaged in meaningful learning.
Assessment and instructional decision-making	Teachers and school leaders use qualitative and quantitative evidence to inform and guide instructional planning and practice.
Instructional leadership	School leaders provide teachers with feedback and guidance that leads to improved instructional practice and student achievement.

AREA 3: THE SCHOOL IS A VIABLE ORGANIZATION

Financial management	
Solvency and stability	<p>The school develops budgets that are realistic and in support of student academic achievement.</p> <p>The school demonstrates a history of positive net assets, adequate cash flow to sustain operations, and support the academic program, and consistently operate within budget.</p> <p>The school develops a budget that can be sustained by its enrollment.</p>
Fiscal oversight	<p>The Board of Trustees and school leadership implement effective structures and systems to enable responsible fiscal oversight of the school.</p> <p>The Board of Trustees demonstrates long-term fiscal oversight through appropriate planning processes.</p>
Internal controls	<p>The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.</p>
Leadership and governance	
Board accountability	<p>The Board of Trustee is responsible to the school community(ies) it serves.</p>
Decision making and communication	<p>The school has a clear understanding of decision-making and communication that result in a common sense of purpose for all school constituencies.</p>
Roles and responsibilities	<p>The school defines and delineates clear roles and responsibilities among board and staff.</p>
Board oversight	<p>The Board of Trustees regularly and systematically assesses the performance of school administrators against school-wide goals and makes effective and timely use of the evaluations.</p> <p>The Board of Trustee operates with a clear set of goals for the school and has developed a set of tools for understanding progress toward meeting those goals including those outlined in the school’s Accountability Plan.</p>
Personnel	<p>The Board of Trustees employs leadership who demonstrate effective leadership of the school’s programs.</p> <p>The school’s leadership establishes an appropriate professional climate, resulting in a purposeful learning environment, reasonable rates of retention for effective school leadership, staff, and teachers, and manageable levels of overall staff turnover.</p>

AREA 4: FAMILY SATISFACTION	
PROGRAM PLANNING AND EVALUATION	
Family satisfaction	The school demonstrates that families are satisfied with the school's program.
Organizational needs	The school has realistic plans for program improvement, possible future expansion, and adequate facilities based on evaluation and analysis of data, if applicable.
Academic program needs	The school evaluates the impact of its academic programs on student achievement and modifies its programs to ensure improvement.
COMPLIANCE	
Coordinated Program Review	The school documents its compliance with the Coordinated Program Review (CPR) process.
Safety	The school establishes and maintains a physically safe environment for students and staff. The school establishes an environment free from harassment and discrimination for students and staff.
Facilities	The school provides facilities that meet applicable state and federal requirements, are suited to its programs, and are sufficient to serve diverse student needs.
Staff qualifications	Staff employed by the school meet all applicable state and federal qualifications and standards.
DISSEMINATION	
Dissemination and best Practices	The school has provided models for replication and best practices.

Appendix D: Charter School Application And Review Authorization

FRAMEWORK FOR RIDE AND BOARD OF REGENTS

CHARTER SCHOOL AUTHORIZATION CRITERIA AND APPLICATION REVIEW PROCESS

R.I.G.L. 16-77-3 establishes that the R.I. Board of Regents for Elementary and Secondary Education has exclusive authority to issue a charter authorizing the operation of a public charter school within the state of Rhode Island. The Board of Regents' issuance of a charter is based upon the recommendation of the Commissioner of Elementary & Secondary Education and/or a local school committee. The Commissioner's recommendation follows his review of the completed application, consideration of public comment and RIDE's evaluation of the likelihood of the proposed charter school to provide innovative learning opportunities and to meet the needs of its students.

It is the intent of the R.I. Board of Regents and RIDE to utilize a due diligent application process in which reasonable and appropriate criteria are applied in the evaluation of each charter application. In this way, charters will be issued only when an application demonstrates strong capacity and commitment to the operation of a high-quality charter school. In issuing this document, RIDE and the Board of Regents seek to clearly describe the application process and evaluation criteria in order that charter applicants and the public will be well informed. In this way, the Board of Regents' charter authorization decisions will be based upon fair merit and meet the important objectives of the Rhode Island public charter school statute.

CHARTER SCHOOL AUTHORIZATION CRITERIA

The granting of a public school charter entrusts the long-term educational needs of hundreds of Rhode Island students as well as the investment of millions of taxpayer dollars to charter school developers. Thus, the Board of Regents and RIDE shall rely upon reasonable and appropriate criteria to determine the merits of granting final authorization of a charter.

The application of these criteria in the charter authorization process is critical in projecting whether a charter proposal will result in a high-quality school that successfully serves students and families and warrants the considerable investment of public funds. The criteria are:

Priority – Serving students who are educationally disadvantaged and/or reside in a public school district that is under state intervention.

R.I.G.L. 16-77-9 specifies that among the legislative purposes of Rhode Island charter schools is the expansion of choice in learning experiences for pupils who are identified as educationally disadvantaged and at-risk. Accordingly, the Board of Regents and RIDE shall give priority to projects that are designed to target and serve students from disadvantaged backgrounds. In

particular, projects designed to serve students from districts under state intervention and/or under corrective action will be given priority.

Quality of the Charter Application

- *Concept* – The charter application must present a compelling mission and vision as to the innovativeness and need for the type of school that is being proposed.
- *Content* – The charter application must demonstrate a sound, innovative, and research-based academic program designed to increase student achievement. The project must present a fiscally sound business plan designed to provide for the long-term sustainability of the school. The project must also demonstrate an effective governance and management structure as evidence of the applicant’s capacity to fulfill its mission over the long term.

Eligibility, Commitment and Capacity of the Charter Applicant(s)

- *Eligibility* – R.I.G.L. 16-77-3 specifies persons and entities eligible to submit an application to establish a charter school in Rhode Island. Eligible applicants are limited to:
 - Existing public schools
 - Groups of public school personnel
 - Public school districts
 - A group of public school districts
 - Rhode Island-based nonprofit organizations
 - Rhode Island-based colleges or universities
 - Rhode Island mayors
- *Capacity* – Before authorizing any charter, RIDE and the Board of Regents must have firm confidence in the competence and capacity of the project planners to develop and operate a high-quality public school.
- *Commitment* – Development of a high-quality public school requires a long-term commitment to carrying out the project and fulfilling its mission and vision. Thus, the applicants must demonstrate a willingness to engage in a long-term commitment to the operation of the charter school.
- *Community Support* – The applicants must demonstrate that there is a stated need and demand for their project by providing evidence of strong community engagement and support for the project. The Regents and RIDE are more inclined to support projects with broad and demonstrated community support than projects that present an individual’s or small group’s vision but does not demonstrate a community demand.

CHARTER SCHOOL APPLICATION REVIEW PROCESS

Phase 1: Preliminary Conceptual Authorization

- *Application* – R.I.G.L. 16-77-4 requires that any eligible group seeking a charter shall submit a completed application to the commissioner of education and/or a local school

committee by December 1 of the school year before the school year in which the charter school is to be established.

- *Charter Review Committee* – The initial stage of the process is the review of the application by a charter application review committee comprised of experienced education professionals that reviews the application for concept and content. The Charter Review Committee is an advisory committee to RIDE in determining how well the application satisfactorily responds to the elements contained in the RIDE application guidelines. The committee’s role is strictly advisory. It is not the role of the committee to make final decisions on charter authorization.
- *Public Comment* - R.I.G.L. 16-77-5 requires that after receiving a satisfactory application, the commissioner of education shall provide a public comment period of no less than sixty (60) days, during which time at least two (2) public hearings on the application will be held in the district where the charter school is proposed to be located. The commissioner will entertain written feedback from the community as well. The commissioner shall decide whether or not to recommend the granting of a charter within ninety (90) days of the conclusion of the public comment period. Written notice of the commissioner’s decision shall be provided to the project applicant.
- *Commissioner Recommendation* – If the commissioner’s decision is to recommend the granting of the charter, the recommendation is referred to the Board of Regents for a decision on whether or not to grant the charter. The Board of Regents shall decide whether or not to authorize the charter based on all relevant information, which includes the commissioner’s recommendation. The Board of Regents’ decision, complete with reasons and any conditions shall be made available to the applicant and the public.

In most instances, the commissioner’s recommendation to the Board of Regents is to grant a preliminary authorization of the charter application. Preliminary authorization is the approval of the conceptual design of the school project. Preliminary authorization does not imply that the school is prepared to operate. Preparation to operate as a functioning school shall require a final authorization of the Board of Regents based upon the commissioner’s recommendation. The commissioner’s recommendation for final authorization shall be based upon the applicant’s readiness to operate. The following criteria shall be used to evaluate project readiness.

Phase 2: Application Approval (Project Readiness)

Final approval of the application by the Board of Regents authorizes the charter school to begin operation. Final authorization to operate shall depend upon the applicant having achieved the following project readiness criteria:

- *Incorporation* – The entity operating the charter school must have articles of incorporation filed and approved by the Rhode Island Office of Secretary of State.
- *Financial Review* – All applicants must have their project’s business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of Auditor General.

- *Governance* – The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations
- *Administrator* – The school shall have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.
- *Faculty Plan* – The school shall have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school’s program design.
- *Student Enrollment* – The school must have demonstrated that at least 50% of the school’s first-year enrollment has committed to enrolling in the school.
- *Housing* – The school shall have identified an appropriate building (permanent or temporary) to Upon satisfactorily meeting the project readiness criteria, the applicants shall proceed to negotiate a performance contract with RIDE, which establishes how the school’s performance will be evaluated.

Phase 3: Performance Contract

In order to ensure accountability of the school’s performance, the applicants and RIDE shall negotiate a performance contract that articulates the rights and responsibilities of each party regarding school autonomy, RIDE regulatory oversight, expected outcomes, measures for evaluating success or failure, performance consequences, and other material terms such as statutory and regulatory conditions of operation.

Phase 4: Final Authorization

Only after having met all necessary project readiness criteria and the development of an agreed upon performance contract with RIDE will the commissioner recommend to the Board of Regents final authorization for the charter school to begin operation.

#####

Board of Regents Approved:

May 2009

Appendix E: Process For The Closure Or Re-Chartering Of Public Charter Schools

Rhode Island Department of Education

Process for the Closure or “Rechartering”
of Public Charter Schools¹

Adopted by Commissioner Deborah Gist

April 2010

¹ In drafting this policy, RIDE consulted similar policies by other leading charter authorizers, including the Charter School Institute of the State University of New York’s *Charter School Renewal Practices* and Chicago Public Schools *Charter Renewal Proces*.

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Introduction to the Charter Renewal Process

The Rhode Island Department of Education (RIDE) is committed to authorizing new and innovative schools that will provide high quality educational options to serve the diverse needs of Rhode Island's public school students. RIDE will work to recruit, incubate, and support new schools as well as hold them accountable to high standards of performance.

The charter school renewal process described in the following parts of this document will continue to remain high quality and serve two purposes. First, it provides information for the Board of Regents decision to renew or terminate a charter's agreement, by providing evidence that supports whether the charter school has met pupil performance, financial, and operational compliance requirements. Second, this reflective process provides a charter school an opportunity to evaluate its effectiveness in fulfilling past goals and to make a case for the school's continued operation.

In accordance with R.I.G.L. 16-77-8 (b), the Board of Regents may revoke a charter at any time if the school fails to meet or pursue the educational objectives contained in the charter. This protocol outlines the process RIDE will follow in recommending that a school's charter be revoked under these circumstances. The Commissioner's recommendation to revoke a charter follows her thorough review of the school's current and past academic performance, as well as her assessment of the schooling options available to students following revocation. If, in the Commissioner's opinion, the schooling options available to students following revocation are not adequate or desirable, she reserves the right to recommend that the school be "rechartered," meaning another operator or governing board is granted a charter to take over operation of the school.

It is RIDE's intent to utilize a high quality transparent review process in which reasonable and appropriate criteria are applied in evaluating whether each public charter school is meeting its educational objectives. In issuing this document, RIDE seeks to clearly describe the review process in order that charter operators and the public will be well informed. In this way, RIDE's recommendations to the Board of Regents that a particular school's charter be revoked for failure to meet its educational objectives will be based upon a fair and merit-based process that serves the best interest of students and meets the important objectives of the Rhode Island public charter school statute.

Review and Decision Process

RIDE's review process is designed to be open, rigorous and timely. The key elements of this process are set forth below:

- **Threshold performance standards.** By March 31, 2010, the Commissioner will establish a minimum threshold performance standard for all charter schools in all tested

subjects based on current data about school performance statewide. The guidelines for using data for this purpose are under development.

- **Preliminary data review.** At the time RIDE reports on statewide student results on the New England Common Assessment Program (NECAP), department staff will conduct a preliminary review of charter school performance. If a particular charter school's performance data indicate that it is not meeting the Commissioner's minimum threshold standards, RIDE staff will begin the process of conducting a thorough school performance review

As the means for meeting the two purposes described above, the charter renewal process will consist of the following steps:

1. **Completion of a Renewal Application:** The Renewal Application consists of two sections. The first section includes questions a school will need to answer as part of the Rhode Island Charter Schools Law requirements for school proposals. The narrative questions are related to the school's:
 - Student and staff population;
 - Educational goals;
 - Mission & programs;
 - Services for homeless students, English Language Learners, and students with disabilities;
 - Governance and leadership;
 - Financial management and operations; and
 - Future plans.
2. **ADA Compliance:** In addition to answering narrative questions, the second section of the Renewal Application has the charter school submit documentation surrounding its educational program and curriculum, school improvement plan, Board structure and responsibilities, financial oversight, and facility and American Disabilities Act (ADA) compliance.
3. **Analysis of Student Performance Data:** An analysis of current and historic student performance data of the charter school and campuses (if applicable) will determine whether the school has met pupil performance standards, is making reasonable progress towards these standards, or is failing to meet these standards.
4. **Educational Renewal Site Visit:** An educational site visit will be conducted by a visit team comprised of staff from RIDE and other partners. Minimally, the site visit will include classroom visits, focus groups, and document review.
5. **Governance Analysis:** RIDE and/or a third party will conduct an assessment of governance and leadership, based on its review of the charter school's responses to the Renewal Application's governance and leadership questions, as well as documents collected throughout its charter term as part of complying with the Rhode Island Charter Schools Law and the Charter School Agreement.
6. **Financial Practice & Compliance Analysis:** The Attorney General will conduct a financial practice and compliance review based on the charter school's responses to the renewal application's financial management and operation questions and other

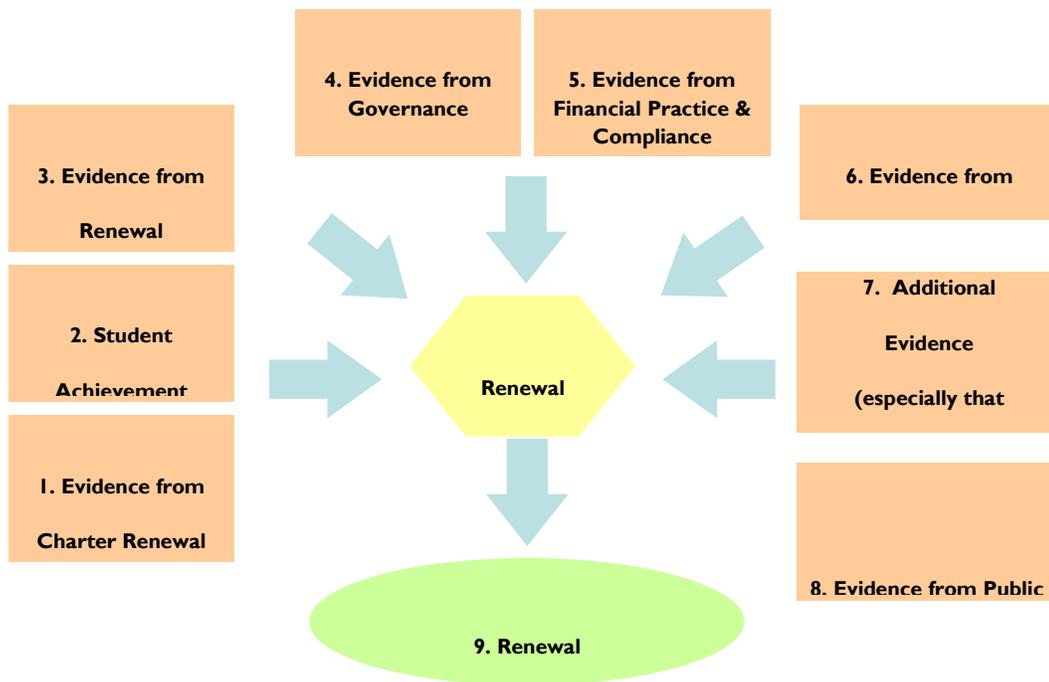
documentation. The purpose of this analysis is to ensure that the charter has complied with the financial and operational requirements found in the Rhode Island Charter Schools Law and its Charter School Agreement.

7. **Additional Evidence Collection & Review:** Evidence pertaining to material or legal violations that is not collected as part of the steps described above will also be taken into account.
8. **Public Hearing:** A public hearing will be held to gather public testimony regarding the renewal of the charter school.
9. **RIDE Final Review:** In order to make a renewal recommendation to the Board of Regents, a Charter Review Team (CRT) will review the evidence collected in steps one (1) through eight (8). This team will be comprised of five to seven RIDE staff members, including representatives from the Office of Charter Schools, as well as specialists in the areas of Instruction and Curriculum, Secondary Reform, and Special Education/ADA compliance.

RIDE is committed to ensuring that the Charter Renewal process is of high integrity and transparency. Therefore, the following pages will detail the criteria for renewal, the method for evaluating the evidence collected throughout the renewal process, the renewal decision process and renewal timeline. Included in this renewal packet are the Renewal Application directions, narrative questions, and documents requested as part of this process.

Method of Evaluating the Evidence

A Charter Review Team (CRT) consisting of RIDE education and financial specialists is charged with making a renewal recommendation to Rhode Island Board of Regents. The CRT gathers the evidence enumerated above for the renewal recommendation and uses it as shown in the diagram below. The CRT's primary responsibility is to objectively and fairly evaluate this evidence to make the final recommendation.



1. Charter Renewal Application

Per Rhode Island Charter Schools Law, a charter school’s renewal proposal must contain information on the school’s progress in meeting its educational and operational goals, pupil performance standards, and any other terms included in a charter’s original proposal. In addition, the charter school must provide financial information such as operational costs. Please see Appendix I* for details on which questions and document requests in the Renewal Application address the Rhode Island Charter Schools Law.

In order to adhere to charter law requirements and ensure that the necessary information is collected for RIDE to make an informed renewal recommendation to the Board of Regents (BOR), the charter schools must complete the two sections included in the Charter Renewal Application. The first section contains narrative questions pertaining to the following areas:

- Student and staff population;
- Educational goals;
- Mission & programs;
- Services for homeless students, English Language Learners, and students with disabilities;
- Governance and leadership;
- Financial management and operations; and
- Future plans.

The second section of the Renewal Application has the charter school submit documents in the areas of teaching and learning; governance and leadership; financial management; and facilities and ADA. The purpose of submitting the requested documents is to ensure that a

comprehensive body of evidence is available to support the analyses being completed by RIDE partners and to adhere to charter law. The documents requested at the end of the narrative questions section of this Renewal Application will provide: (1) from the Attorney General, the necessary information to complete its Governance Analysis and Financial Practice & Compliance Analysis reports; (2) From the RIDE visit team, the documents needed to support the evidence collected as part of the Renewal Site Visit; (3) From the RIDE and ADA Walkthrough, details on the charter school's facility structure and compliance with building codes for the Facilities & ADA Review.

Charter schools up for renewal are required to complete and submit the Charter Renewal Application to the Office of Charter Schools by **5:00 PM** on A delay in the submission of the Renewal Application may influence other aspects of the school's renewal process.

2. Student Achievement Data

To assess a charter school's progress against the student achievement criteria, RIDE will determine if a charter school:

- Has met pupil performance standards, or
- Is making reasonable progress toward pupil performance standards, or
- Failed to meet or make reasonable progress toward pupil performance standards.

To determine a school's performance level, RIDE will evaluate a school's progress on the pupil performance indicators found in the Charter School's School Improvement Plan (SIP). According to the SIP, measuring pupil performance provides a multi-faceted understanding of student performance at the charter school and the charter school's comparison with the neighborhood schools its students would have otherwise attended. In the Charter School Performance Report that will be published annually, charter schools will be given ratings on a variety of indicators which measure pupil performance. The ratings are:

High performing- clearly meets/exceeds expectations

Performing satisfactorily – meets minimum requirements for that indicator;

and

Low performing– clearly does not meet expectations

RIDE will use a school's performance on current and historical pupil performance indicators to summarize a school's progress against the student achievement criteria. The table on the following page details the criteria for this categorization.

Categorization*	Criteria
Meeting Standards	<ul style="list-style-type: none"> • Majority of high ratings for the past four years <i>and</i> • No low ratings on pupil performance indicators in any year
Making Reasonable Progress	<ul style="list-style-type: none"> • No low ratings on pupil performance indicators in current year <i>or</i> • Mostly high and middle ratings on pupil performance indicators in current year <i>and</i> • Percentage of high and middle ratings increasing over time <i>or</i> • Board determination based on additional factors including: <ul style="list-style-type: none"> ▪ Other pupil performance measurements ▪ Consideration of at-risk population ▪ Modifications to education program ▪ Performance relative to comparison schools
Failed to Meet or Make Reasonable Progress	<ul style="list-style-type: none"> • Does not meet criteria to be categorized as Meeting Standards or Making Reasonable Progress.

Additional evaluation factors, such as evidence gathered from the Renewal Site Visit, will also be used to evaluate whether a school is identified as “Making Reasonable Progress.”

3. Renewal Site Visit (RSV) Report

RIDE will lead and facilitate the Renewal Site Visit process. The Renewal Site Visit (RSV) will be designed to increase the rigor and consistency of the renewal process for charter schools authorized by the BOR. The RSV Protocol will be developed in ways that ensure a consistent and thorough review of each school/campus.

During the site visit(s), the team conducts classroom visits, reviews documents, and interviews school leadership, staff, parents, students, and board members in order to address the following areas of a school’s operation:

- Teaching and Learning;
- Services for English Language Learners (ELL) and Students with Disabilities
- Learning Community and Culture; and
- Governance and Leadership.

Evidence collected from the Renewal Site Visit is submitted as a report to the school and the BOR.

4. Governance Analysis

In evaluating a charter school based on the Rhode Island Charter Schools Law, RIDE collects evidence to address whether the charter has committed a material violation of procedures, met standards of fiscal management and followed all provisions of law from which charter schools are not exempted. RIDE will produce a report to RIDE summarizing the charter school governing board's compliance with the Rhode Island Charter Schools Law and Charter School Agreement with respect to appropriate oversight of decisions impacting school operations. RIDE will review the charter school's by-laws, Board meeting minutes, Board handbook, original Charter Agreement, and responses to the narrative questions and document submittal in producing the Governance Analysis report.

5. Financial Practice & Compliance Analysis

In addition to conducting analyses on the school's governance, the Office of the Attorney General (OAG) will conduct a Financial Practice and Compliance Analysis on the charter school up for renewal. OAG will review the charter school's operational performance data included in the annual Charter School Performance Report, the annual fiscal and compliance audits required by the Charter School Agreement, and the charter school's responses to the narrative questions and document submittal in producing the Financial Practice & Compliance Analysis report.

6. Facility and Americans with Disabilities Act (ADA) Review

The Facility and ADA Review report detailing the general condition and suitability of the charter school's buildings are incorporated in the evaluation of the charter school up for renewal. The Facility and ADA Review will consist of two parts: 1) an evaluation of a school's compliance with applicable state, local, building, health, and fire codes, including a review of available information from school or other public information sources; 2) an evaluation of a charter's compliance with ADA requirements as mandated by federal, state, and city accessibility laws to provide accessibility for people with disabilities. RIDE will conduct a physical evaluation (walk-through) of charter schools to determine the general condition and suitability for continued school usage. This evidence will be reviewed to determine whether the school violated any provisions of the Rhode Island Charter Schools Law from which the charter is not exempted. A charter is only responsible for addressing non-structural issues that arise from the facility walk-through if another party is responsible for the maintenance and repair of its buildings.

7. Additional Information

Additional information constitutes any other information brought to the attention of RIDE that is potentially pertinent to the decision to renew or not renew the charter. This may include any evidence that a material violation of the Agreement or Rhode Island Charter Schools Law has occurred. RIDE also reserves the right to review other information submitted by the school, such as applications submitted through the Request for Proposals (RFP) process or Material Modification Application (MMA) Process.

8. Public Hearing

A public hearing is held within thirty (30) days of sending the school's renewal recommendation to the BOR to ensure compliance with Rhode Island Charter Schools Law. The purpose of the public hearing is to receive public testimony on the renewal or revocation of the charter. At the public hearing, a public hearing officer is appointed to record public testimony. A written summary of the public hearing is then provided to the BOR as a final piece of evidence to be included in the renewal decision. Notice of the public hearing will be appropriately advertised.

- **Preliminary determination.** Based on the data collection and analysis described above, the Commissioner will generate a preliminary determination regarding whether the school should be allowed to continue operation, or whether it should be closed or rechartered.

“Rechartering” RFP process.

If the Commissioner makes the preliminary determination the school is failing to meet established educational objectives and therefore should be closed or rechartered, she will issue an RFP inviting applicants to submit proposals to assume governance of the school and continue serving the existing students. The RFP process will run parallel to the subsequent steps in the review process so that if the Commissioner later recommends that the school be rechartered, a high quality operator or governing board will be available to operate the school. To prepare for this process in 2010 or beyond, RIDE will develop an RFP, a dissemination strategy, and an application review process no later than September 30, 2010.

- **Analysis of school options for affected students.** At the same time RIDE staff are conducting a thorough review of a school's performance, they are required to conduct an analysis of the schools students would attend if the school closed. This analysis should include information about the past three year's performance of each school that students would be assigned to geographically in the event of the charter school's closure.

If the data collection and analysis indicate that there is compelling evidence that the school should no longer remain open under its current governing board, the school options analysis will inform the Commissioner's decision about whether to recommend closure or rechartering.

- **Face-to-face meeting.** Upon completion of the internal analysis, if the Commissioner decides to recommend closure or rechartering, RIDE will meet with representatives from the school to present a preliminary draft of its recommendation. School representatives will include the director, board chair, academic officer, and finance officer. This meeting provides an opportunity for RIDE staff to further inquire about the school directly with school officials before writing a final recommendation. It is also an opportunity for school officials to present evidence to RIDE in opposition. RIDE will consider such evidence prior to making its final recommendation.
- **Written recommendation.** Upon completion of the review process, if the Commissioner determines that there is compelling evidence that the school is failing to meet or pursue established educational objectives, she will prepare a final written recommendation for presentation to the Board of Regents. The final written

recommendation will include findings and will either recommend that the school be closed or rechartered. The Commissioner's intent will be deliver this final recommendation no later than Jan. 31, enabling parents to enroll their children in other enrollment lotteries if they so choose.

- **Board of Regents.** At its discretion, the Board of Regents will act on the Commissioner's final recommendation. Where the Commissioner's final report recommends closure or rechartering, the school may petition to appear before the Board of Regents, which, at its sole discretion, may grant or not grant such petition. If the petition is granted, the school may, at the discretion of the Board of Regents, present documentary evidence as well as legal argument. The Board of Regents will determine the form, time, manner, place as well as other practices thereto. The Board will also conduct any public hearings or other activities required by Rhode Island statute or regulation prior to making its final decision.
- **Orderly transition for students.** RIDE will take appropriate steps to ensure that parents of the school's students are notified in a timely fashion of the final decision of the Board of Regents. In the case of closure, RIDE will facilitate an orderly transition for current students to their new schools, including providing them with timely information about enrollment lotteries for other schools of choice. In the case of rechartering, RIDE will provide parents with detailed and timely information about the new governance team or school operator so that they have time to enter other enrollment lotteries if they so choose.
- **Continuous improvement of this and other policies.** The Commissioner shall at least annually revisit this policy and make amendments to it, or to other related policies and procedures, based on experience with implementing it in practice. By July 31, 2011, the Commissioner will propose to the Board of Regents a revised memorandum of understanding to be entered into by the Regents and each charter school consistent with this policy and establishing the clear legal basis for the closure or rechartering of underperforming charter schools

Draft Documents to Support the Sub-Grantee Process

Appendix F: Rhode Island Sub-Grantee Criteria

Rhode Island Charter School Dissemination Program – Reviewer Evaluation Criteria Form

Criteria: The grant proposal:	Score 1- weak 2 – has gaps 3 – adequate 4- Good 5- Excellent	Weight factor	Total (of 100)
Competitive Priority – Outlines a plan that meets one of the stated competitive priorities		1	
A . PURPOSE			
A1. Articulates the goals of the project that will result in effective dissemination of best practice		1	
A2. Articulates specific measurable project outcomes that will result in effective dissemination of best practice		2	
B. ELIGIBILITY Provides evidence that the school has demonstrated success in :			
B1. Substantial progress in improving student achievement		1	
B2. High levels of parent satisfaction		1	
B3. the mgmt. & leadership necessary to overcome initial start-up problems		1	
B4. the areas of proposed dissemination and has the ability to carry out project		2	
C. ORGANIZATIONAL CAPACITY			
C1 provides evidence that the charter school has qualified staff to oversee work on project		1	
C2 provides evidence that charter school facilitates partnerships with other public schools to share best practices in proposal		1	
D. DEMAND			
D1. Provides a compelling argument that there is a need and demand for the products or services that will be provided in the proposed dissemination project		2	
E. EFFECTIVE DISSEMINATION- Provides a detailed plan for:			
E 1. The specific activities (with partners) to be conducted with grant funds including the finished product or services to others		2	
E 2. Thoughtful web-based dissemination of project activities/results/products that would be accessible to the broader educational community		1	
F. EVALUATION-Provides an evaluation component to determine if outcomes are met		1	
G. BUDGET – Provides a budget that:			
G1. Includes a detailed narrative explanation of the project in addition to a spreadsheet of budget line items		1	
G2. Is aligned with the goals of the project, is reasonable, and appropriate		1	

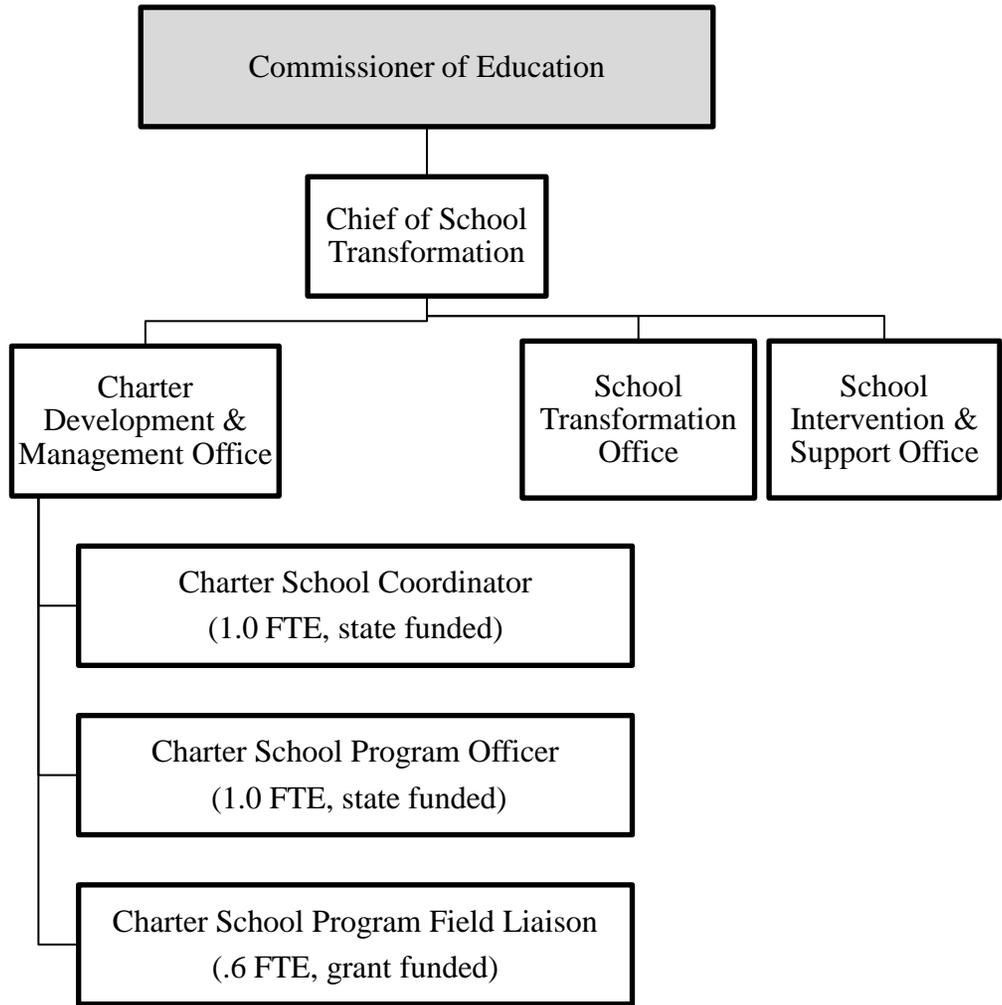
Appendix G: Peer Review Protocol

This peer review protocol involves an individual and team review process for sub-grant applications.

Steps	Action	Person(s) Responsible
Step 1	Each review team breaks up into pairs and divides the applications among the pairs.	Review Team Members
Step 2	Each member of the pair reviews each of their assigned applications individually	Review Team Members
Step 3	Once both members of each pair have finished reviewing their assigned applications they meet to discuss their review findings.	Review Team Members
Step 4	Pairs meet in order to discuss their review and reach consensus on a holistic score for each application. They record their consensus-based score on the application summary sheet.	Review Team Members Peer Review Lead
Step 5	The full team meets to debrief the review process. Step 5a: Each pair <i>briefly</i> introduces the applications they reviewed that were either “Excellent” or “Good” Step 5b: Each application that did not meet the standard is presented to the team. The whole team considers the presented strengths/weaknesses and together decides whether the application should be funded	Review Team Members
Step 6	The team leader collects all the completed rubrics and review pair summary sheets and turns them in to the Chief of School Turnaround for final funding decisions.	Peer Review Lead Chief of School Turnaround

Management Plan Documentation

Appendix G: Management Plan Organizational Chart



the dissemination programs.

Chief of School Transformation : Cabinet level position responsible for school turnaround include the design and management of the state charter school system

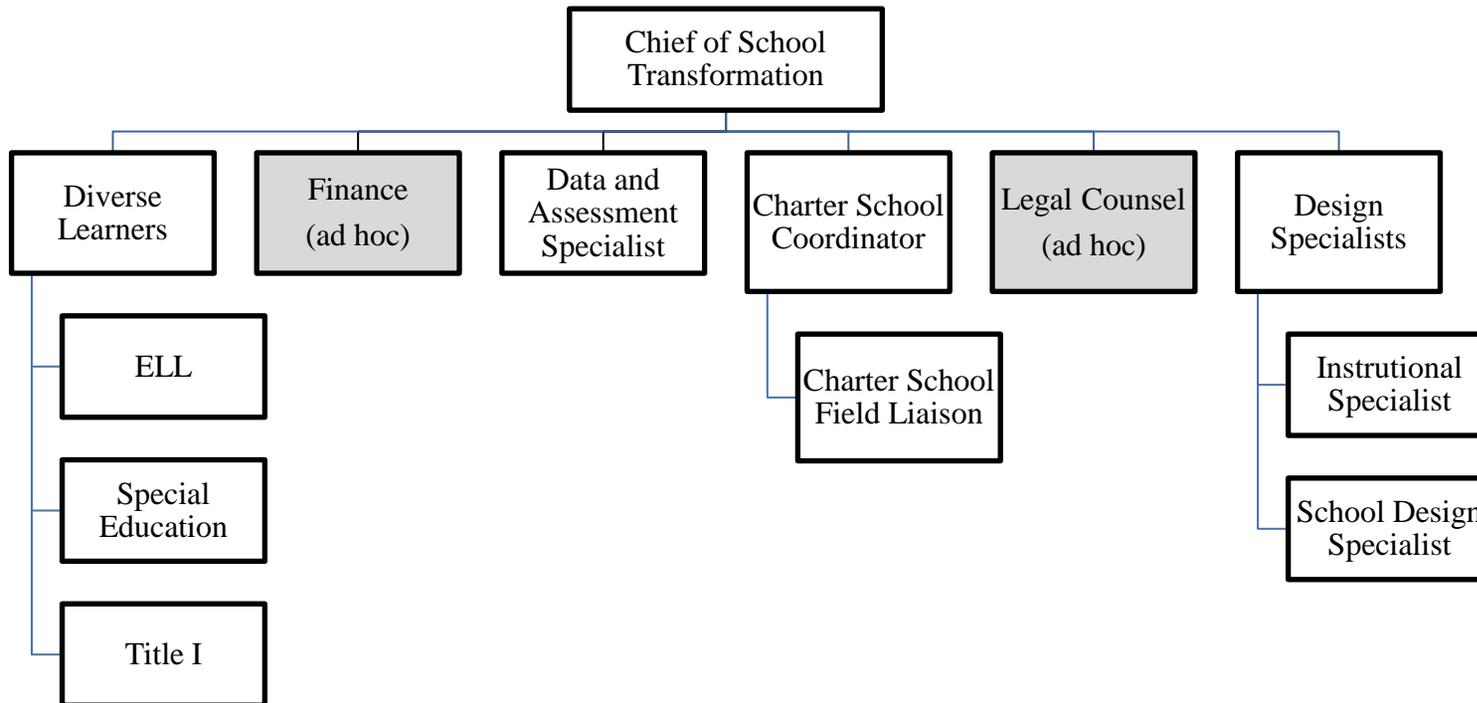
Charter School Coordinator: State funded FTE responsible for the day-to-day management of the state charter school system, including designing and managing the approval, renewal, and accountability system.

Charter School Officer: State funded FTE responsible for developing and running the RI Charter School Incubation Program and implementing various elements of the technical assistance and accountability system.

Charter School Field Liaison: Grant funded .6 FTE responsible designing the outreach and technical assistance portion of the Charter School Program grant, including delivering training sessions, working with sub-grantees, and facilitating and managing

Organization of the Charter School Program Committee

The Charter School Program Committee is a cross-disciplinary standing committee with permanent and ad hoc members responsible for conferring on and managing the charter school system. Shaded grey representatives are ad hoc members, white members are permanent members.



Instructional Experience

George Mason University

5/00 – 8/02

School of Educational Leadership

Adjunct Professor for cohorts in educational administration; Taught courses in personnel management, administrative theory and supervision of instruction.

District of Columbia Public Schools – The Capitol Hill Cluster School 12/95

8/89-

Stuart-Hobson Middle School

Teacher

Primary teacher of reading, English/language arts and physical education for fifth graders; Team leader: Contextual Learning Team.; Provided professional development activities for teachers, administrators and staff in the area of student centered/experience-based education; .Coordinated acquisition of textbooks and curriculum materials; Assistant director: Stuart – Hobson Dance Ensemble

Winston Educational Center

8/95

Facilitator

Coordinated and presented staff development on Contextual Learning.

English and History Curriculum Framework Project

6/95 – 8/95

Facilitator

Facilitated discussions on national and state efforts to develop English/Language Arts and History standards;

Researched and wrote framework documents for standards.

The Smithsonian National Faculty

12/92 – 5/95

National Faculty Fellow

Participant in an ongoing dialogue between leading scholars, curators and teachers tasked to increase communication and experiences between school and museums, and to promote the study of material and object culture.

Researcher/writer (National Faculty Smithsonian Summer Institute)

Education

University of Pennsylvania

7/06 – 5/09

Graduate School of Education

Doctor of Education, May 2009

The George Washington University 8/93 – 10/95
School of Education and Human Development

Master of Arts, October 1995.

The Catholic University of America 8/85 – 10/89

School of Arts and Sciences

Bachelor of Arts, October 1989.

Related Training

Industrial Areas Foundation National Ten-Day Leadership Training 7/03

The Kennedy Center’s Summer Institute on Arts Integration 7/03

Executive Media Skills Development Institute 1/02

Leadership in a Standards Based School 3/00

Requisites of A Leader: The Essential Capacities of School Leadership for Breakthrough
Results 9/00 – 5/01

The Washington Post Vincent E. Reed Principal’s Leadership Institute 9/99 – 5/00

Leadership Academy – National Institute for Urban School Improvement 10/99
– 12/99

Cross-Cultural Conflict Resolution in D.C. Public Schools 5/99

Haberman STAR Teacher Interview Training 1/99

Project Adventure – Adventure-based counseling workshop 7/93

District of Columbia Public Schools Summer Institute: Context for Learning 6/93 – 7/93

Professional Training

National Education Summit

National Conference – Cape Cod, MA 10/05

NAMTA (North American Montessori Teacher’s Association): The Process of Whole School
Administration

National Conference – Baltimore, Maryland 7/02

CODA (Common Destiny Alliance)

National Conference - Washington, DC 6/98

NAESP (National Association of Elementary School Principals)

National Conference - San Antonio, Texas 4/97

- Conducted research and analysis, and prepared policy papers on various urban public policy issues.
- Provided research information and data to state and local elected officials, community groups, and grassroots organizations.
- Organized and mobilized urban community-based coalitions around numerous issues.
- Coordinated the Urban League's legislative agenda and served as principal legislative advocate.
- Created and managed a summer youth leadership development program.
- Served on various state and local public policy boards and commissions on urban issues related to housing, economic development, and public education.
- Received numerous honors and recognition for community service and advocacy.

EDUCATION

University of Rhode Island, Kingston, RI

College of Urban Affairs

Bachelor of Arts, Urban Public Policy Formulation 1986

COMMUNITY SERVICE BOARDS

Member, *Providence Waterfront Park Design Review Committee* 2006

Vice-Chairman, *Metropolitan Regional Career & Technical Center* 1996-present

Chairman, *Urban Ventures, Inc.* 1999-2003

Member, *Rhode Island Enterprise Zone Council* 1995-2001

Director, *Rhode Island Coalition for Minority Investment (RICMI)* 1995-1999

Chairman, *Providence School Board Nominating Committee* 1994-1998

Vice-Chairman, *Providence Plan Housing Corporation* 1992-1999

Member, *Providence Blueprint for Education (PROBE) Advisory Committee* 1992-1995

Evaluation Plan Documents

Appendix I: Profile Of Brown University Urban Education Program

The Urban Education Policy Program at Brown University

Program Overview

The Education Department offers a 12-month program to prepare students for a variety of professional careers involving policy analysis, planning, and development in urban public education. A distinctive feature of the program is the integration of research, theory, and practice: academically rigorous coursework in research and theory across relevant disciplines is grounded in the day-to-day realities of practice via a concurrent nine-month internship in a local urban education policy setting.

The full program provides students with foundational concepts and a set of [core skills](#) in areas including:

- Data analysis and data-based decision making,
- Economic theory and application in the realm of urban education policy analysis,
- Urban politics as they relate to and impact urban education,
- Human development in an urban education context,
- The role played by changing urban demographics in designing and implementing sound education policies, and
- Knowledge development regarding promising ideas and models for organizing schools and education systems in ways that enhance the education of urban students.

The program draws heavily on the urban education policy expertise of the multi-disciplinary faculty in Brown's Education Department. Clinical faculty at the [Annenberg Institute for School Reform](#) further augments the practical and interdisciplinary aspects of the curriculum. Collaborations with the [Taubman Center for Public Policy](#), [Education Alliance](#), and other academic departments at Brown further enrich the experience for students.

Core Skills

The academic coursework, in conjunction with a nine-month internship experience, is designed to impart graduating students with a set of skills and competencies required of one who would work or conduct advanced study in the area of urban education policy. Among these skills and competencies are:

- **Data Analysis and Data-Based Decision Making:** Students will leave the program knowing how to collect, analyze, and use data—quantitative or qualitative, as is appropriate for the purpose—to make decisions and inform policy.
- **Economic Theory and Application:** Students will leave the program knowing how to use basic microeconomic theory to inform policy analysis and shape policy-related decisions.

- **Urban Politics and Urban Education:** Students will leave the program knowing how the political realities extant in the nation’s cities influence the opportunities and outcomes of the children educated in urban schools.
- **Human Development and Urban Education:** Students will leave the program with a deeper knowledge of how child and adolescent development normally occurs, and the implications of this for select elements of the organization of formal education in an urban context.
- **Challenge & Opportunities of Changing Demographics:** Students will leave the program understanding the key issues associated with the changing urban school population and the issues of equity and opportunity generated by these demographic shifts.
- **New Systems:** Students will leave the program with a knowledge base regarding the emerging ideas and models for organizing schools and education systems.

Urban Education Policy Research at Brown University

Dr. Kenneth K. Wong has a longstanding commitment to education reform policy research. With research experience in the areas of education policy, governance, and reform, Dr. Wong is the author of a number of books and articles and has served as an advisor to the US Congress, U.S. Department of Education, mayors, governors, state legislature, and more on topics relating to accountability in education.

Examples of urban education policy research currently led by Dr. Wong include:

- School Board Governance Initiative, which includes data on 100 school districts comparing education outcomes based on varying models of school board governance.
- Academic Pathways, which proposes tracking 8th grade students through their post-secondary and labor situations using data made available through a newly negotiated data agreement.
- Charter school finance research which, through investigation of the uses of limited resources in charter schools, can help address the question of how public schools can use funding more effectively.

Appendix J: Evaluation Plan Support Documents

APPENDIX OF EVALUATION TOOLS – BROWN UEP

Appendix I

Proof of Concept Evaluation*

**This evaluation is a draft created by Brown University*

Evaluation components reflecting the due diligence of the review panel (with sub-indicators denoting evaluation of follow up with applicant).

1. Did the application’s mission statement include projected outcomes for students attending the school, and do they projected outcomes align with those of RIDE’s mission?
 - 1.1. Did the review panel suggest clarification of confusing verbiage?
 - 1.2. Did the review panel emphasize differentiation from other schools?
 - 1.3. Did the review panel measure the local reaction to this mission statement and/or clarify the statement as to build community support?
2. Did the application include measurable objectives and outcomes in its five-year plan?
 - 2.1. Did the review panel accept application that did not state measurable objectives higher than the district average?
 - 2.2. Did the review panel offer guidance to an applicant that did not provide any measurable objectives?
 - 2.3. Did the review panel accept an application that proposed standardized test excellence only?
3. Did the application provide adequate evidence of support from the community, warranting the charter school’s opening?
 - 3.1. Did the review panel receive and/or ask for a list of prospective students?
 - 3.2. Did the review panel receive and/or ask for testimonials from parents and community members that represent prospective students?

- 3.3. Did the review panel accept an application that did not include an analysis of district students in underperforming traditional schools that held large numbers of failing students?
4. Did the application include evidence of a monitoring system it will use to understand its own best practices in leadership positions
 - 4.1. Did the review panel accurately check the charter agency's leader's ability to attract and support the necessary human resources?
 - 4.2. Did the review panel require and suggest evidence of distributed leadership in the charter agency's management plan?
 - 4.3. Did the review panel emphasize the need for the charter agency to monitor its own ability to use resources efficiently?

The four previous metrics are examples of the scoring rubric and how the evaluation team will analyze RIDE's diligence in holding new charters accountable to the needs of a high quality charter school. UEP's draft proof of concept rubric includes but are not limited to (5) governance and organization – as detailed below; (6) private and public sector partnerships; (7) student recruitment; (8) five year detailed budgets; and (9) formal contractual relationships. Inspiration for these indicators comes from previous Brown field research and the Guidebook to Colorado Charter Schools: Key Issues for Start-Up and Implementation of Charter Schools document created in 1997 by the Colorado Department of Education as part of its non-classroom guide and written by Carolyn G. DeRaad, Ed.

Rhode Island Charter School Administrators and Board Members,

The Rhode Island League of Charter Schools, the Rhode Island Department of Education and Brown University (“The Collaboration”) are cooperating to evaluate the performance of Rhode Island charter school students.

In forming consensus within The Collaboration, the research team proposes this set of indicators, suggested by the charter school research community, which will provide as accurate an indication of performance as possible. The following four indicators – and their following proposed metrics – are suggested by the National Consensus Panel on Charter School Academic Quality¹:

- 1) Student Achievement Level (Status) – This indicator is the snapshot of how a student performs at a particular time. Because present status may not denote the school-effects on the student, these scores will be only a part of the overall assessment.
 - a) Percentage of students scoring at proficiency
 - b) Percentage of students scoring at each state performance level
 - c) AYP attainment
- 2) Student Progress over Time (Growth) – This indicator improves on attainment by examining how individual students progress incrementally.
 - a) Average growth rate
 - b) Percentage of students achieving or exceeding average growth rate
 - c) Percentage of students making or exceeding target growth rate
- 3) Post-Secondary Readiness (for High School grades) – This indicator looks to capture the volume and character of preparation for post-secondary opportunities.
 - a) Percentage of students enrolled in college-prep curriculum
 - b) Percentage of students submitting applications for post-secondary study or training
 - c) Graduation rate, raw and association to its target
- 4) Student Engagement– This indicator can begin with simple, objective measures that can reflect teacher impact, school culture, or dropout risk. It is often used to highlight effectiveness of programs or reforms when engagement falls well below or well above projected rates.
 - a) Average daily attendance

- b) Percentage of students continuously enrolled throughout the year, re-enrolled from one year to the next
 - c) Percentage of students attending a target percentage of days
- 5) Social-Emotional Development/State – This indicator is important but admittedly difficult to track. It can be used to diagnose resource reallocation needs within a school, to pinpoint particular learning challenges, or as a metric for school culture and dropout risk.
- a) To discover the risk of social-emotional immaturity the school could consider the percent of students in a single-parent/non-parent household' which is considered a key to the development of non-intellectual skills, i.e. organization, relationship-building, right and wrong.
 - b) Incidents of violent behavior, suspension/expulsion rates of change
 - c) Tobacco, alcohol, illegal drug incidents, rates of change

Please consider this other essential question: When particular indicators are agreed upon by The Collaboration, a further discussion should involve whether to use current data gathered by current instruments, or if it is necessary to construct new instruments (most likely self-surveys for student engagement and social-emotional development indicators). The instruments need to be as non-obstructive to daily practice as possible; the Brown research team can prepare draft instruments for this purpose. Surveys and observations capturing engagement and social-emotional development may not have an equivalent in the control group schools.

The research question The Collaboration seeks to explore is if charter schools are outperforming traditional public schools in Rhode Island. A study of this nature will provide insight to the entire Rhode Island Charter School community, including the League of Charter Schools and all board members, administrators, teachers, parents, and students. Beyond general differences in performance between public and charter schools, the research intends to examine the current subgroups within the student population.

The lottery system is important to the research because of the application process instituted to determine acceptance. The applications provide a range of information that will assist in the performance evaluation of subgroups as they move from one grade to the next. The Collaboration will report on those accepted (“lottery in”), those not accepted (“lottery out”), and those accepted but declined to enroll (“decliners”).

JAMES R. LANGEVIN
2D DISTRICT, RHODE ISLAND

COMMITTEE ON ARMED SERVICES
SEAPOWERS AND EXPEDITIONARY FORCES
TERRORISM, UNCONVENTIONAL THREATS
AND CAPABILITIES
STRATEGIC FORCES

HOUSE PERMANENT SELECT
COMMITTEE ON INTELLIGENCE
TERRORISM, HUMAN INTELLIGENCE,
ANALYSIS AND COUNTERINTELLIGENCE
TECHNICAL AND TACTICAL INTELLIGENCE

COMMITTEE ON BUDGET

Congress of the United States
House of Representatives
Washington, DC 20515-3902

May 4, 2010

WASHINGTON OFFICE:
109 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
TELEPHONE: (202) 225-2735
FAX: (202) 225-5976

DISTRICT OFFICE:
THE SUMMIT SOUTH
300 CENTERVILLE ROAD, SUITE 200
WARWICK, RI 02886
TELEPHONE: (401) 732-9400
FAX: (401) 737-2562

james.langevin@mail.house.gov
www.house.gov/langevin

Mr. Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202

Reference: CFDA #84.282.A
Charter School Program Grant

Dear Secretary Duncan:

I am writing to offer my enthusiastic support for the Rhode Island Department of Education's application for Charter School Program funding through CFDA 84.282A. The federal Charter School Program funds would enable Rhode Island to expand its charter system, dramatically increasing not only the quantity, but also the quality of charter school options for all Rhode Islands.

Educational quality is one my policy priorities and charter schools are a critical tool in helping Rhode Island develop a public educational system that prepares students for colleges, careers, and life. With the support of Charter School Program grant funds, Rhode Island will increase the number of applicants to charter schools, improve the quality of existing charter schools, and increase the sharing of innovations and best practices across the entire public education sector.

I have been and remain a champion of effective educational reform and believe charter schools play an important role in Rhode Island's public school system.

In accordance with all applicable rules and regulations, I fully support the Rhode Island Department of Education's application and ask for your consideration. If I can be of further assistance, please do not hesitate to contact my office at 401-732-9400.

Sincerely,



James R. Langevin
Member of Congress

JL/sa



State of Rhode Island and Providence Plantations
State House
Providence, Rhode Island 02903-1196
401-222-2080

Donald L. Carcieri
Governor

May 4, 2010

Mr. Arne Duncan
Secretary of Education
United States Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202

Reference: CFDA #84.282.A
Charter School Program Grant

Dear Mr. Secretary:

I am writing to support the Rhode Island Department of Education's application for Charter School Program funding through CFDA 84.282A.

As you know I have been a staunch charter school advocate since I became governor. Throughout my tenure I have proposed increased funding annually to ensure more students and their families have this public school option available to them, especially in our most challenged school districts and communities. Together with leadership in our state's General Assembly, I led efforts to address this issue statutorily by working to lift the cap on opening new schools and significantly expanding the number that can be approved by the Board of Regents, the governing body for elementary and secondary education in this state.

While Rhode Island charter schools already have a track record of creating innovative programs, our state is committed not only to innovation, but to excellence. Improving student performance in every school is our collective goal and to accomplish this we must continue to encourage new ideas and provide more effective structures for sharing successful strategies throughout the system. The federal Charter School Program funds will further enable Rhode Island to reach our goals for expanding student access to alternative high quality public education opportunities and continue to encourage the communication of best practices throughout our public schools based on demonstrable results.

Mr. Arne Duncan
May 4, 2010
Page Two

Thank you for your consideration of Rhode Island's proposal. Our state is poised for a powerful surge in charter school student enrollments responsive to student and parental demand. The federal Charter School Program funding will help to serve as a catalyst for this growth.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald L. Carcieri", followed by a long horizontal line extending to the right.

Donald L. Carcieri
Governor



Mayor of Providence

David N. Cicilline

May 5, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Reference: CFDA #84.282.A
Charter School Program Grant

Dear Secretary Duncan:

I am writing to offer my enthusiastic support for the Rhode Island Department of Education's application for Charter School Program funding through CFDA 84.282A. As the Mayor of Providence, I have first hand experience with the excellent education that can be offered by charter schools.

The City of Providence is the home of the majority of state's urban population, one of the charter expansion priority areas of the Rhode Island Charter School Program. The nearly 25,000 students in Providence currently have access to two in-district charter schools, both of which have demonstrated success in both increasing student proficiency and closing the achievement gap. Unfortunately, these charter schools, like most in the state, can accept fewer than 10% of the students that apply for admission.

The federal Charter School Program funds would enable Providence to offer exciting new educational options that supplement the traditional public system. Raising student proficiency and closing achievement gaps is one of my priorities as Mayor and I am confident that federal Charter School Program funding will support our city's efforts to reach that goal. Through collaboration with the Rhode Island Department of Education, the City of Providence can expand charter availability and in so doing, continue to catalyze improvement in coordination with the Providence Public School District.

Thank you for considering Rhode Island's Charter School Program application. The state of charter schools in Providence and across Rhode Island is at a critical junction and Charter School Program funding is a vital tool for success.

Sincerely,

David N. Cicilline
Mayor

City of Providence, Rhode Island 02903
Phone (401) 421-7740 Fax (401) 274-8240



State of Rhode Island and Providence Plantations
BOARD OF REGENTS FOR ELEMENTARY AND SECONDARY EDUCATION

255 Westminster Street
Providence, Rhode Island 02903-3400

Telephone (401) 222-8435
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E-Mail: Sharon.osborne@ride.ri.gov

May 4, 2010

Robert G. Flanders, Jr.,
Chairman

Patrick Guida, Esq.
Vice Chairman

Colleen Callahan
Secretary

Amy Beretta, Esq.
Anna Cano-Morales
Frank Caprio, Esq.
Angus M. Davis
Karin Forbes
Betsy P. Shimberg

Sharon Osborne
Special Assistant

The Honorable Arne Duncan
Secretary, Department of Education
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202

Reference: CFDA #84.282.A
Charter School Program Grant

Dear Mr. Secretary:

I am writing to offer my enthusiastic support for the Rhode Island Department of Elementary and Secondary Education application for Charter School Program funding through CFDA 84.282A. As the chair of the Rhode Island Board of Regents for Elementary and Secondary Education, I have championed statutory and regulatory reform initiatives designed to dramatically increase the number of Rhode Island students educated in high-performing charter public schools.

The federal Charter School Program funds would enable Rhode Island to expand its charter system in four important areas. First, Rhode Island will develop incentive systems that encourage instructional innovation and the sharing of best practices within the statewide network of charter public schools. Second, and just as important, Rhode Island will develop systems that encourage partnerships between charter public schools and traditional public schools. Third, we will use the funds to construct durable systems of support to help promising new charter public schools successfully launch programs throughout the state. Finally, we will use grant funds in conjunction with state and local funds to promote the rapid growth of high-quality charter public schools throughout Rhode Island.

Raising student proficiency and closing achievement gaps is a priority for the Regents, and we have identified the expansion of high-performing charter public schools as a key strategy for attaining that goal. We will not be satisfied, however, with the creation of pockets of charter excellence; true systemic improvement will come when the presence of high-performing charter public schools leads to improvement within traditional schools as well. With the support of Charter School Program grant funds, Rhode Island will amplify productive market-based pressure while encouraging the sharing of innovation and best practices between charter and traditional schools.

Thank you for considering the Rhode Island Charter School Program application. The state of charter public schools in Rhode Island is at a critical junction, and Charter School Program funding will enable Rhode Island to reach its ambitious expansion goals.

Sincerely,

Robert G. Flanders, Jr., Esq.
Chairman, R.I. Board of Regents

The Board of Regents does not discriminate on the basis of age, color, sex, sexual orientation, race, religion, national origin, or disability.



May 3, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Reference: CFDA #84.282.A
Charter School Program Grant

Dear Mr. Secretary:

The Rhode Island League of Charter Schools (RILCS) wishes to express our strong support for the Rhode Island Department of Education's (RIDE) application for Charter School Program funding through CFDA 84.282.A. Funds awarded under this grant program would enable Rhode Island to continue its robust charter public school growth.

The mission of the RILCS is to "Collectively advocate and support the development of high performing public charter schools within the State of Rhode Island; and to collectively promote the awareness of the public charter school movement on public education". With a solid and productive working relationship with RIDE, funds secured under the Charter School Program will increase the number charter public school applicants, support initiatives that improve the quality of existing charters, be instrumental in spreading the word and disseminating information to the community at-large regarding public charter schools, and maximize the sharing of best practices among Rhode Island's education community.

Nationally, the public charter school movement is an engine for innovation and best practice, and Rhode Island is no exception. Public charter schools in every corner of our state have demonstrated that student achievement is possible regardless of background or income. Funds awarded under the Charter School Program will maximize the growth of Rhode Island's only public school choice option and are vital to providing our neediest students with a high quality education.

We urge you to carefully consider Rhode Island's application.

Sincerely,

Stephen A. Nardelli
Executive Director
RI League of Charter Schools

Julie Nora, Ph. D.
Director, International Charter School
President
RI League of Charter Schools

Budget Narrative

Budget Narrative Attachment Form

Attachment 1:

Title: **Budget Narrative** Pages: **3** Uploaded File: **C:\Documents and Settings\seitro\Desktop\CSP 2010
FINALS\Budget_Narrative5_4Final.docRoy.pdf**

BUDGET NARRATIVE

Budget Area One: Personnel and Fringe:

Rhode Island's Charter School Program does not propose any expenses in the area of personnel or fringe. To maximize the value of federal dollars and to promote long term sustainability, this grant design focuses on the expanding the internal capacity of the Rhode Island Department of Education, the only approved charter authorizer.

Travel (\$6,000)

The budget includes \$2,000 per year for travel, the minimum costs necessary for the Rhode Island Charter School Coordinator to attend the federal conference annually. This cost basis for this item includes airfare at \$500 per person, hotel at \$200 per night for three nights, the state approved per diem amount of \$45 per day, and incidental fees such as ground transportation.

Equipment (\$2,000)

The budget include \$2,000 for a laptop computer for the Charter School Field Liaison, a grant funded consultant that will be responsible for implementation of the grant program in the field. The computer will remain the property of the Rhode Island Department of Education at the conclusion of the grant.

Contractual Services (\$417,280)

The grant includes a number of contractual services.

(1) *Charter School Field Liaison, .5 FTE (\$141,280)*: The charter school field liaison will be a consultant that will work 25 hours per week at a per diem rate of no more than \$350. This daily rate reflects the current market value for a mid-career professional with extensive the technical and professional experience in charter school. The person will be identified pursuant to state procurement procedures through a competitive RFP process.

(2) *Rhode Island League of Charter Schools:(\$9,000)*: Grant funds will be used to support the costs of running an annual statewide Charter School Colloquium, a public event at which the state will celebrate the success and practices of high performing charter schools and discuss status of charter expansion across Rhode Island. The cost basis includes \$1,000 for conference space and \$1,000 for light refreshments, and \$1,000 for materials.

(3) *Web-Based Toolkit (\$8,000)*: RIDE will contract with a designer to build a web-based charter start up and accountability toolkit that will include critical information for

prospective charter schools and for charters already approved. The toolkit will focus on a Federal compliance and charter accountability.

(4) The cost basis reflects recent rates charged to RIDE for targeted web-design services.

(5) *Independent Evaluator (\$225,000)*: RIDE will contract with Brown University Urban Education Program, a nationally recognized research and technical assistance program. Brown is offering evaluation services at a substantial discount, for a flat fee of \$85,000 per year. With this fee, the RI Charter School Program will receive the services of designated graduate fellows and the support of senior leadership and faculty.

(6) *Printing (\$2,500)*: RIDE will have numerous materials that will require printing. Printing will be done in black and white, double-sided and at a minimum cost to the program.

(7) *Dues and Subscriptions (\$1,500)* CSP funding will be used for state subscription and participation in national charter organizations and for the purchasing of approved professional materials to support the charter network.

Construction

RIDE will not do any construction with this grant.

Other Costs (\$9,005,000)

(1) *Planning and Program Design Grants (\$1,500,000)*: RIDE will distribute up to \$1,500,000 in planning and program design funding through a competitive process to promote the creation of innovative and promising charter schools. The average award size will be \$30,000, with a range of \$20,000 - \$40,000 depending on the nature of the proposal and its focus on the priority areas of the state and the grant. Use of planning and program design grants shall not exceed 12 months and shall be used for such planning activities as accessing technical assistance, professional development, program design, and community outreach as their charter application is being developed and prepared for submission.

(2) *Implementation Projects (\$6,825,000)*: Implementation grants will be done using a competitively process, with funding going exclusively to those groups whose charter applications have been approved by the R.I. Board of Regents for Elementary and Secondary Education. The average award size will be \$325,000 with a range of \$250,000 to \$400,000 depending upon the quality of the program design and demonstrated need expressed through application. Use of planning and implementation grants shall not

exceed 24 months and shall be used for further planning and development of the charter school's program design, professional development, technical assistance, and training, community outreach and recruitment, equipment, materials, and other start-up activity costs of a new charter school. Rhode Island will award five (5) new planning and implementation sub-grants in year one, seven (7) new planning and implementation sub-grants in year two and (10) new planning and implementation sub-grants in year three over the three-year project period for a total of 21 awards statewide over the lifetime of the grant.

(3) *Dissemination Projects (\$680,000)*: Rhode Island distribute dissemination funds over the three-year project period towards through a competitive RFP process to charter schools that have been in existence at least three years and that have developed and demonstrated innovative and successful practices that can be shared with other charter schools, traditional public schools, and made known to the community at-large. Grants will be awarded in a range of \$10,000 to \$30,000 depending on the scope and quality of the application. Fund will be used to establish intra-charter peer networks led by high performing charters in operation for three or more years; mentorships between existing charters and promising prospective applicants, and the establishment of charter/traditional school networks.

Indirect Cost Rate

(1) *Approved Indirect Cost*: Indirect costs are calculated at 12.92% in accordance with the provisional indirect cost rate negotiated agreement between RIDE and the US Department of Education.

(2) *Audit Fee*: This audit fee is applied against federal grant revenue received by agencies to fund the single audit of federal grants conducted by the Office of the Auditor General each year. Effective October 12, 2006, the audit fee rate applied to federal grant revenue fund by agencies is 0.075% (0.00075). The single audit is required by federal law.

Budget Section B: In-kind

Personnel employed by the Rhode Island Department of Elementary and Secondary Education will provide direct service to this grant. The estimated salaries of the RIDE employees will be \$556,362.00. The fringe for these personnel will be \$222,545.00.

Supplies used will be calculated at \$5,000.00 per year.

