

# U.S. Department of Education

Washington, D.C. 20202-5335



## APPLICATION FOR GRANTS UNDER THE

**2011 CSP 84.282A (SEA) APPLICATIONS**  
**CFDA # 84.282A**  
**PR/Award # U282A110015**  
**Grants.gov Tracking#: GRANT10830286**

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

Closing Date: MAR 18, 2011

## **\*\*Table of Contents\*\***

There was a problem converting the following attachments:

- (1250-MSU Letter of Support for CSP grant.pdf)

### **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. 427 GEPA	e10
Attachment - 1	e11
6. ED 80-0013 Certification	e12
7. Dept of Education Supplemental Information for SF-424	e13

### **Narratives**

1. Project Narrative - (Abstract Narrative...)	e14
Attachment - 1	e15
2. Project Narrative - (Project Narrative...)	e16
Attachment - 1	e17
3. Project Narrative - (Other Narrative...)	e77
Attachment - 1	e79
Attachment - 2	e81
Attachment - 3	e87
Attachment - 4	e102
Attachment - 5	e112
Attachment - 6	e114
Attachment - 7	e115
Attachment - 8	e116
Attachment - 9	e118
Attachment - 10	e119
Attachment - 11	e120
Attachment - 12	e121

<i>Attachment - 13</i>	e122
<i>Attachment - 14</i>	e121
<i>Attachment - 15</i>	e122
<i>Attachment - 16</i>	e123
<i>Attachment - 17</i>	e124
<i>Attachment - 18</i>	e126
<i>Attachment - 19</i>	e127
<i>Attachment - 20</i>	e128
4. <i>Budget Narrative - (Budget Narrative...)</i>	e129
<i>Attachment - 1</i>	e130
<i>Attachment - 2</i>	e139

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

**Application for Federal Assistance SF-424**

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>
--	--	---

* 3. Date Received: <input type="text" value="03/18/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	* 5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="216000928"/>	* c. Organizational DUNS: <input type="text" value="806417911"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="PO Box 500"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Trenton"/>
County:	<input type="text" value="Mercer"/>
* State:	<input type="text" value="NJ: New Jersey"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="08625-5000"/>

**e. Organizational Unit:**

Department Name: <input type="text" value="Office of Charter Schools"/>	Division Name: <input type="text" value="School Effectiveness &amp; Choice"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Carly"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Bolger"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="609-984-5991"/>	Fax Number: <input type="text" value="609-777-2077"/>
---	---

\* Email:

**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:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-GRANTS-012511-002

\* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): State Educational Agencies CFDA Number 84.282A

**13. Competition Identification Number:**

84-282A2011-1

Title:

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

State of New Jersey

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

NJDOE's 2011 CSP Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="14,473,685.00"/>
* b. Applicant	<input type="text" value="4,054,154.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="18,527,839.00"/>

**\* 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:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* 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: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 New Jersey Department of Education

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

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

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 71,802	\$ 73,956	\$ 76,175	\$ 0	\$ 0	\$ 221,933
2. Fringe Benefits	\$ 25,238	\$ 25,996	\$ 26,776	\$ 0	\$ 0	\$ 78,010
3. Travel	\$ 1,000	\$ 1,000	\$ 1,000	\$ 0	\$ 0	\$ 3,000
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 1,650	\$ 650	\$ 650	\$ 0	\$ 0	\$ 2,950
6. Contractual	\$ 3,850,000	\$ 4,950,000	\$ 4,950,000	\$ 0	\$ 0	\$ 13,750,000
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 101,376	\$ 147,857	\$ 148,736	\$ 0	\$ 0	\$ 397,969
9. Total Direct Costs (lines 1-8)	\$ 4,051,066	\$ 5,199,459	\$ 5,203,337	\$ 0	\$ 0	\$ 14,453,862
10. Indirect Costs*	\$ 6,477	\$ 6,593	\$ 6,752	\$ 0	\$ 0	\$ 19,822
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 4,057,543	\$ 5,206,052	\$ 5,210,089	\$ 0	\$ 0	\$ 14,473,684

**\*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: 7/1/2006 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(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)?

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Anne Corwell</p>	<p>* TITLE</p> <p>Director of the Office of Grants Management</p>
<p>* APPLICANT ORGANIZATION</p> <p>New Jersey Department of Education</p>	<p>* DATE SUBMITTED</p> <p>03/18/2011</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> <input type="text" value="U.S Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>
--	--

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text" value="14,473,686.00"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature:

\* Name: Prefix  \* First Name  Middle Name   
\* Last Name  Suffix

Title:  Telephone No.:  Date:

**Federal Use Only:** Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)

**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.

**Optional - You may attach 1 file to this page.**

GEPA section 427 requirements.pdf

Add Attachment

Delete Attachment

View Attachment

## General Education Provisions Act (GEPA) Section 427 Requirements

It is a policy of the New Jersey State Board of Education and the New Jersey Department of Education (NJDOE) that no person on the basis of race, color, creed, national origin, age, gender, handicap or marital status, shall be subjected to discrimination in employment or be excluded from or denied benefits of any activity, program, or service for which the NJDOE has responsibility (N.J.A.C. 6A:7-1.1). The NJDOE complies with all State and Federal laws and regulations concerning nondiscrimination. In addition, the NJDOE Strategic Plan and Core Curriculum Content Standards contain sections related to equal access and participation.

The NJDOE is an Equal Opportunity Employer and provides educational programs and services throughout the State without regard to race, color, creed, national origin, gender, age, or disability. The Division of School Effectiveness and Choice and its Office of Charter Schools provides statewide leadership for and oversight over all of New Jersey's charter schools which serve children from all backgrounds. The Division of School Effectiveness and Choice and its Office of Charter Schools is committed to promoting educational opportunities for all children. The Federal Charter School Program (CSP) grant will benefit all students and all schools in New Jersey, both charter and traditional public, through enhanced resources for the start-up of new charter schools, the expansion of high-quality charter schools and the dissemination of charter school best practices to all public schools.

## 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 an 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 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 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.

<b>* APPLICANT'S ORGANIZATION</b> New Jersey Department of Education		
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>		
Prefix: Mrs.	* First Name: Anne	Middle Name: M.
* Last Name: Corwell	Suffix:	
* Title: Director of the Office of Grants Management		
* SIGNATURE: Anne Corwell	* DATE: 03/18/2011	

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Ms. Carly [ ] Bolger [ ]

Address:

\* Street1: PO Box 500

Street2: [ ]

\* City: Trenton

County: Mercer

\* State: NJ: New Jersey

\* Zip Code: 08625

\* Country: USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

609-984-5991 609-777-2077

Email Address:

carly.bolger@doe.state.nj.us

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**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:**

[ ] Add Attachment Delete Attachment View Attachment

# Project Narrative

## Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: **1236-Project Abstract- final.pdf**

Carly Bolger – Project Manager  
609.575.2892  
[carly.bolger@doe.state.nj.us](mailto:carly.bolger@doe.state.nj.us)  
The New Jersey Department of Education  
PO Box 500, Trenton, NJ 08625

### Project Abstract

Governor Christie has made clear that increasing the growth of high-quality charter schools in New Jersey is at the top of his bold education reform agenda. Acting Commissioner of Education, Chris Cerf, and the New Jersey Department of Education (NJDOE) are committed to carrying out this initiative on behalf of the Governor. New Jersey has dramatically begun its education reform agenda by approving a record 29 new charters in the last year, and this grant application sets forth New Jersey's plan to continue that growth with a relentless focus on improving education outcomes for all students and a particular emphasis on special education students, English language learners, and economically disadvantaged students.

With the award of this grant, the NJDOE will concentrate on the following activities: supporting the start-up of new charter school programs, encouraging the replication of the state's most successful charter schools, and facilitating the dissemination of best practices throughout the State. Each of these activities has been carefully designed to align with Governor Christie's goal of supporting the growth of high-quality charter schools. Each identified activity will place a priority on supporting those programs geared toward supporting our targeted student populations as well as those programs that have demonstrated efficiency in their operations while driving high levels of student achievement. The NJDOE has set forth measurable objectives to accomplish the grant's goals, a comprehensive management plan to ensure that all activities are carried out on time, and a strong evaluation plan that will give us mid-course feedback on how we are doing as well as final results. The detailed and thorough evaluation will lay the blueprint for the nation to follow New Jersey's model of success for growing quality charter schools.

# Project Narrative

## Project Narrative

Attachment 1:

Title: Pages: Uploaded File: **1258-Project narrative FINAL.pdf**

## **1. Competitive Priorities**

### **1. Periodic Review and Evaluation**

The New Jersey Department of Education, in its role as charter school authorizer, administers a program of ongoing review and evaluation of its charters. The intent of our system is to assiduously review schools' educational programs and financial practices while respecting charters' legal autonomy. The primary responsibility for the review and evaluation of charter schools lies with the Office of Charter Schools, particularly its new School Accountability Team. Additionally, Executive County Superintendents provide services and oversight at the local level. The Offices of the Executive County Superintendents are New Jersey's field-based monitoring and technical support vehicles (one is located in every county).

The NJDOE has ongoing reporting requirements for charter schools that allow us to stay informed about schools' operations and status. We also conduct a formal summative evaluation at the end of each year and at the end of each school's charter term.

As part of the Department's ongoing review, a charter school must submit to the Executive County Superintendent copies of the monthly financial reports it prepares for its board of trustees. The submission of these documents allows the Department to consistently evaluate the fiscal health of the charter and intervene if necessary. Additionally, charter schools are required to conduct a full financial audit each year and submit the findings to the NJDOE.

After a school's first year of operation, and every year thereafter, an Annual Report is prepared and submitted to NJDOE. This report provides critical information to the Department on all aspects of the school's operations, including:

- Adherence to the goals and objectives in the charter document
- Student achievement
- Fiscal management

- School governance
- Curriculum development, alignment to state standards and teaching
- How the school meets all students' needs
- Self-evaluation and accountability plan
- Professional development
- Parental and community involvement

A comprehensive evaluation of the school is conducted at the end of each charter term in preparation for a decision on renewal. The renewal evaluation process consists of a site visit to the school, classroom observations, document review to ensure compliance with all state and federal requirements, interviews with school leadership, faculty, board members and students, evaluation of student achievement data, and a comprehensive review of the school's fiscal health.

The renewal evaluation is designed to assess whether the school is faithful to the terms of its charter and assesses the following areas:

- Student achievement levels
- How the school is meeting the academic and non-academic needs of all students
- Fidelity to stated mission
- Fiscal solvency
- Enrollment stability
- Competency of school faculty and leadership
- Governance and management
- Professional development
- Curriculum development
- Family and community involvement

In a move signaling higher levels of accountability and a commitment to quality, the Acting Commissioner placed two schools on probation during this year's renewal cycle; a third school was put on notice for its persistently low levels of student achievement. In all three cases, the schools could be closed at the end of the year if substantial gains are not made. In the same round of renewals NJDOE found that many schools were performing well on a variety of

measures: proficiency levels, growth, AYP status, and host-district comparisons. A number of these schools were granted enrollment and grade expansions. The NJDOE views consistent monitoring and evaluation critical to improving the quality of the charter schools in the state.

The following history serves as evidence of NJDOE's commitment to quality authorizing and high levels of accountability. Since the implementation of the New Jersey Charter School Program Act of 1995:

- 5 charters were denied (the charter application was approved but the final charter was not granted and the school did not open)
- 11 charters were revoked
- 4 charters were not renewed
- 18 schools surrendered their charters

Going forward, the NJDOE intends to enhance school monitoring to ensure that all charters are high-quality. To advance this focus, the OCS has recently created a School Accountability Team that is charged with developing and implementing a clear, fair, and transparent accountability framework that will assess the academic and operational quality of charter schools. This team will have a manager and four dedicated staff members. It is our hope that funds from the CSP grant will enable us to fully build this team and execute on its goals. (This expense is explained in the budget narrative.) The goal of the team, as it relates to this priority, is to have an evaluation system that is meaningful to the charter schools as well as the NJDOE and is focused on assessing quality. The following activities have been identified to support that goal: further refine renewal protocol to increase emphasis on data analysis, collect data in a way that is meaningful and does not create additional reporting burdens for schools, set specific and

measurable goals for all charter schools, and ensure those goals are incorporated into the charter agreement.

2. **Number of High-Quality Charter Schools.** *The State has demonstrated progress in increasing the number of high-quality charter schools that are held accountable in the terms of the school's charter for meeting clear and measurable objectives for the educational progress of the students attending the schools, in the period prior to the period for which an SEA applies for a grant under this competition.*

The first step in assessing the quality of charter schools in New Jersey begins with the charter application process, which the expanded Office of Charter Schools improved significantly during the last cycle. The charter application requests from applicants information on their mission, educational program, goals, fiscal plans and policies, and serves as the first benchmark for assessing the quality level of schools. The application is reviewed by NJDOE staff and expert external reviewers including successful charter operators who have firsthand knowledge of what is needed to ensure success in charter schools. After an initial review, select candidates are invited for an in-depth interview where the review panel seeks to assess the founding team's capacity to develop and operate a high-performing school. This rigorous process provides us the best chance of ensuring that only high-quality operators are allowed to open. We anticipate that the addition of new staff members to the School Development Team will enable NJDOE to further improve this process, leading to the approval of more high-quality applicants. Through this rigorous process, the NJDOE has been steadily increasing the number of high-quality applicants approved each year – approving a record 29 applicants in 2010. For those applicants who were not approved the NJDOE offers a denial interview to provide feedback on weaknesses in the application, share reviewer comments, and offer strategies to

improve the application. In the most recent round of applications, two approved applicants had been denied in previous rounds and were able to revise, strengthen, and resubmit their applications based on feedback from the NJDOE.

Once a school is open there are several measures used to evaluate quality. Specifically the NJDOE considers AYP status, proficiency levels compared to the home district, student growth over time, graduation rates, and parental satisfaction.

On the first measure, assessing the quality of charter schools compared to their home districts, urban charter schools show remarkable levels of achievement particularly in key subgroups such as: economically disadvantaged, African American, and Hispanic. There are some truly exceptional schools that achieve on all measures. For example, North Star Academy in Newark achieves 100% proficiency in Language Arts and Math at the high school level and 89.4% in Language Arts and 91.3% in Math at the middle school level. Since its opening, the NJDOE has approved expansions for North Star, allowing it to educate over 900 students on four campuses. Similar expansions have been granted for other high-performing charter schools like TEAM, a member of the KIPP network.

Camden's LEAP University Academy outperforms the district by double digits in almost all assessments, boasts 100% graduation and college placement rates, and was just approved for an expansion that will allow it to grow to 1,400 students and open a new STEM center. As part of this application we have requested a waiver to allow us to use CSP grant funds to support the growth and expansion of high-performing schools, particularly those who serve a significant percentage of economically disadvantaged students, underserved minorities, English language learners, and special education students.

Recently Governor Christie allowed \$30 million of state economic development funds to be used for charter facilities. This was the first time these funds had ever been made available to charter schools. In determining eligibility, the NJDOE committee rigorously assessed past performance of applying schools.

In addition to assuring that only the highest quality charter applicants are approved, our monitoring and renewal processes are focused on continually assessing the quality of the charter schools currently in operation. In addition to opening more high-quality new schools, NJDOE views accountability as essential to ensuring a high level of quality across the sector. If a school is found to be falling short of its goal to provide a high-quality education to its students, NJDOE has several tools to use improve the situation. For example, if a charter school fails to make AYP, NJDOE makes available to the school the full complement of interventions and assistance that is offered to all LEAs. In the case of more severe failure, the Commissioner of Education may place school on probation and require a remediation plan to be drafted and implemented. The Commissioner may also exercise his right to non-renew or revoke a charter.

In the most recent round of charter renewal evaluations, the Commissioner placed two schools on probation and issued a stern warning to a third. In each case, poor academic performance was the driver of the sanctions. In the same round of renewal evaluations the NJDOE assessed that many of the schools were performing well on all measures – proficiency levels, growth, AYP status, and outperforming their host district. These schools were granted enrollment and grade expansions. As these actions demonstrate, the NJDOE views consistent monitoring and evaluation critical to improving the quality of the charter schools in the state.

In addition to the ongoing monitoring and charter renewal evaluations in place, NJDOE's expanded Office of Charter Schools will develop and implement performance-based contracts

for all charter schools in the state. The contracts will have clear, measurable goals reflecting academics, operations, and finance. Establishing a common language for evaluating and assessing the quality of a charter school is a critical step in increasing the number of high-quality charter schools in the state. The NJDOE has begun drafting this contract with help from the nation's leading charter authorizing organization, the National Association of Charter School Authorizers (NACSA). The form of contract we ultimately implement will reflect national best practices and will include the following language around accountability (*adapted, with permission, from NACSA's model charter contract*):

### **Performance Expectations**

- Before the end of the first year of the Charter School's operation, the Sponsor shall -- based on state accountability systems, NJDOE's performance expectations, and the educational goals and objectives set out in the Charter Application -- finalize the performance indicators contained in the Monitoring Plan.
- NJDOE shall provide the Charter School a reasonable opportunity to incorporate school-specific performance measures provided that any such measures shall be demonstrably related to the School's mission and shall meet NJDOE's expectations for rigor, validity and reliability.
- The Monitoring Plan shall be the basis for NJDOE's evaluation of performance.

With a focus on quality from the approval stage up to renewal, New Jersey has seen impressive growth in the quality of charter schools in the state. We are able to provide three year trend data for the growth among charter schools. Our statewide assessments changed significantly three years ago rendering the scores from four and five years ago unusable for purposes of comparison. The three-year trend data illustrate the improvement in quality as

measured by student achievement data. When reviewing charter vs. statewide average data it is important to note that charters in New Jersey educate a substantially different population than the state as a whole. For instance, 86% of charter schools are located in former “Abbott districts” a designation awarded to a district that historically had very high levels of poverty and very low levels of achievement among its student population.

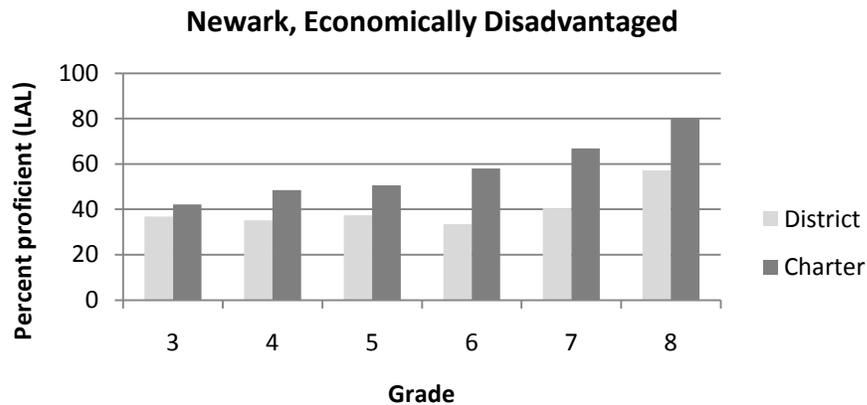
Charters must continue to work to meet the statewide average on standardized assessments but, as a whole, they have shown larger gains as measured by growth. There are some notable examples of charter growth, with their three year gains outpacing the statewide gains in 11<sup>th</sup> grade Math and 8<sup>th</sup> grade Math and Language Arts.

8 <sup>th</sup> Grade Math – 3 Year Percentage Point Growth	
Charter – 4.8	Statewide – 1.1
8 <sup>th</sup> Grade Language Arts– 3 Year Percentage Point Growth	
Charter – 1.8	Statewide – 1.4

11 <sup>th</sup> Grade Language Arts– 3 Year Percentage Point Growth	
Charter – 9.0	Statewide – 4.3

Beyond this measure of effectiveness and improvement, NJDOE has identified a new definition for a “high-quality” charter school. Internal research has indicated that the positive influence of the state’s charter schools grows the longer a student stays in the charter; that is, the “charter advantage” is more pronounced in successive grades. For example, in Newark, the gap between charter and district performance grows consistently between grades 3 and 8.

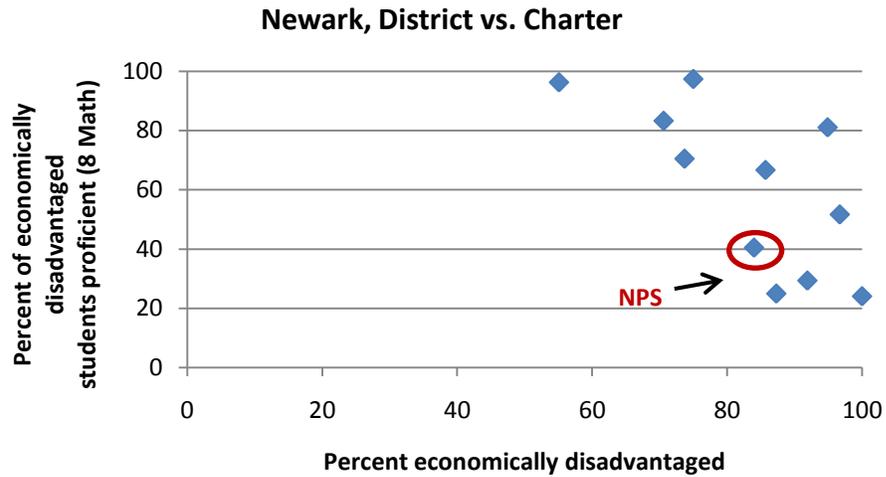
## Charter Gap Grows Over Time:



So our new metric asks, “How many of the state’s charter schools outperform their host districts among key subgroups (low-income, Black, and Hispanic) on the state’s math assessment in the highest grade served by the charter school?” Our analysis finds that 61 percent of charters (30 total schools) outperform their host districts in all three categories (for which data are available). This includes all 6 charters in Camden, 11 of 15 in Newark, and 4 of 7 in Trenton. We will continue to track this metric over time and report changes in the number and percentage of so-defined high-quality charter schools.

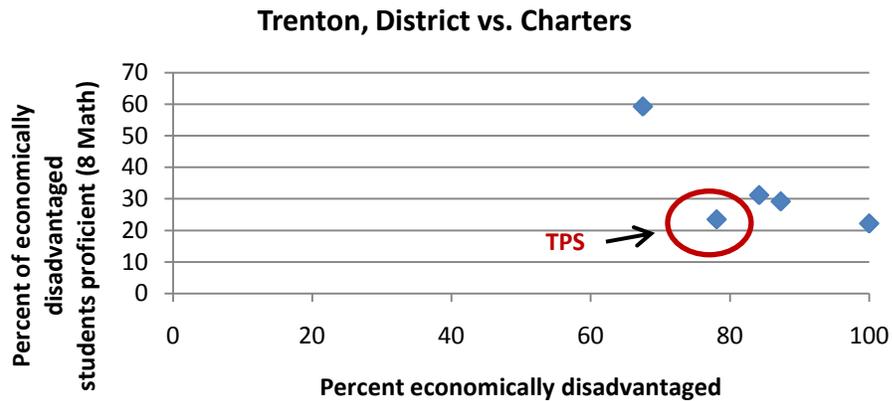
This analysis (comparing charters to their host districts in key demographic subgroups) has led to a number of important insights for NJDOE. For example, the following scatter plot shows poverty and performance of low-income students in Newark Public Schools (NPS) and the city’s charters; each dot represents a charter school except for the circled dot labeled NPS. This shows that some charters have higher percentages of low-income students than the district (those to the right of NPS) while those to the left have smaller percentages. However, 7 of the 10 charters are higher on the y-axis than NPS, showing higher performance among low-income students.

**Strong Performance Among Newark Charters:**



However, the results for charters are less positive in Trenton. Three charters have similar scores to Trenton Public Schools (TPS). One charter, however, far surpasses it in student performance.

**Only One Trenton Charter School Significantly Outperforms the District:**



Additionally, the NJDOE will have the capacity to report school-level student growth scores this fall. Over the course of this grant, NJDOE will annually collect each charter’s growth score and compare it to the score of its host district. This will enable us to create another

category of “high-quality” charter schools: those whose students have gains in reading and math that surpass their host districts.

Tracking and reporting these metrics and applying their lessons will help NJDOE continuously grow the number of successful charters. Other charter-specific activities that will also contribute to this goal include: further strengthening the application process; supporting the expansion and replication of successful schools; recruiting successful charter operators to open schools in New Jersey; and holding schools accountable for academic achievement. Staff members have been added to the New Schools Development and School Accountability Teams within the OCS to focus on these objectives. A number of department-wide activities will also improve our portfolio of charter schools, such as the development of improved teacher evaluations and the implementation of the Common Core.

Finally, NJDOE is partnering with Montclair State University to develop an evaluation of this grant and our success in achieving our stated objectives. This work will not only help us better identify high-quality charter schools, it will inform our work across a number of areas, enabling us to consistently improve charter quality.

3. *One Authorized Public Chartering Agency Other than a Local Educational Agency (LEA), or an Appeals Process*
  - (a) In New Jersey, LEAs do not have authorizing powers so the NJDOE is the one authorized public chartering agency other than the LEA. The Governor and the Commissioner of Education are committed to extending authorizer powers to other organizations in the state; namely state universities and school districts.
  - (b) The State maintains an appeals process for denied applicants. In the event that an application for a charter school is denied, the applicant may appeal that decision to the state Superior Court.

#### 4. *High Degree of Autonomy*

The Charter School Program Act of 1995 declares that charter schools will be entities autonomous from the district in which they are located. As per *N.J.S.A. 18A:36A-3* “*a charter school shall be a public school operated under a charter granted by the Commissioner, which is operated independently of a local board of education and is managed by a board of trustees. The board of trustees, upon receiving a charter from the Commissioner, shall be deemed to be public agents authorized by the State board of Education to supervise and control the charter school.*” Charter schools in New Jersey are independent LEAs. The law further lays out the autonomies of charter schools including the authority to:

- Acquire real property from public or private sources, by purchase, lease, lease with an option to purchase, or by gift, for use as a school facility;
- Receive and disburse funds for school purposes;
- Make contracts and leases for the procurement of services, equipment and supplies;
- Incur temporary debts in anticipation or the receipt of funds;
- Solicit and accept any gifts or grants for school purposes; and
- Have such other powers as are necessary to fulfill its charter and which are not inconsistent with this act or the requirements of the Commissioner

A charter school has complete autonomy over its budget and may align its resource allocation with its mission. Charters in New Jersey also have autonomy over personnel decisions and may implement compensation structures that reward performance based on student achievement data, offer bonuses, or any other structure they believe supports their schools’ mission. Charter schools may also institute a longer school day and year, increase the amount of

instructional time in the day, schedule classes on Saturdays, and use innovative scheduling to increase professional development opportunities for teachers.

A charter school's board of trustees is responsible for the oversight and governance of the school. In that capacity, it has authority over all operations of the school including: budgeting, personnel decisions, curriculum, and operating procedures. It is the board's responsibility to ensure that the school is and remains fiscally solvent and is in compliance with all applicable laws and regulations.

In addition to the significant autonomies already granted to charter schools, the Governor has introduced legislation that would reduce the reporting burdens on charter schools while still ensuring that they are responsible stewards of public funds.

Finally, NJDOE permits waiver requests. During the charter application process and at anytime during the life of their charter, charters are permitted to request waivers from a variety of state regulations; including those governing budget and expenditures.

##### **5. Improving Achievement and High School Graduation Rates**

*(a) Accelerating learning and helping to improve high school graduation rates (as defined in the Federal Register Notice) and college enrollment rates for students in rural local educational agencies (as defined in the Federal Register Notice)*

New Jersey is the most densely populated state in the country; there are no areas in the state that meet the definition of rural as outlined in the Federal Register Notice. However, Governor Christie and NJDOE have made it a priority to offer school choice in all areas of the state. While we realize there is urgent need for high-quality schools in our urban areas, many similar challenges are found in our less-populated districts. NJDOE's new charter application

will include competitive preferences, including for those willing to start new schools where currently no or few charters exist, such as our state's more rural areas.

*(b) Accelerating learning and helping to improve high school graduation rates (as defined in the Federal Register Notice) and college enrollment rates for students with disabilities*

As mentioned elsewhere in this application, in subgrant applications, NJDOE will place a priority on schools committed to driving achievement among students with disabilities. The NJDOE is fully committed to accelerating learning and improving graduation and college enrollment rates for students with disabilities through our charter program. The NJDOE has identified special education services in charter schools as an area needing further study. On average, charter schools serve roughly half the number of special education students typically served by school districts. There are several reasons for this including parent's prerogative not to enroll their student in a new school that does not have a track record of special education service. Governor Christie has spoken publicly about the need to address the lack of school choice options for special education students, and this is a priority for NJDOE. Some of our existing charters, however, do an excellent job of prioritizing the needs of students with disabilities. At Emily Fisher Charter School, for example, nearly 40 percent of students have disabilities, and its 11<sup>th</sup> grade language arts proficiency rate among students with disabilities is two and a half times higher than the district's rate.

In January, New Jersey took another big step toward increasing achievement among special education students by approving Forrest Hill Charter School. Forrest Hill is a school singularly focused on educating autistic students and will provide a setting designed to accommodate the unique needs of autistic learners. The NJDOE is committed to approving more

schools like Forrest Hill with a focus on providing high-quality charter school options for autistic children as well as the full spectrum of special education students.

The number and achievement levels of special education students enrolled in charter schools will be a key data point for evaluating the success of this grant as administered by the NJDOE.

*(c) Accelerating learning and helping to improve high school graduation rates (as defined in the Federal Register Notice) and college enrollment rates for English learners.*

One indication of New Jersey's rich diversity is the State's significant number of English language learners (ELL). Our urban areas show the highest concentrations of English language learners; for example 30% of the student populations in both Trenton and Newark are Latino.

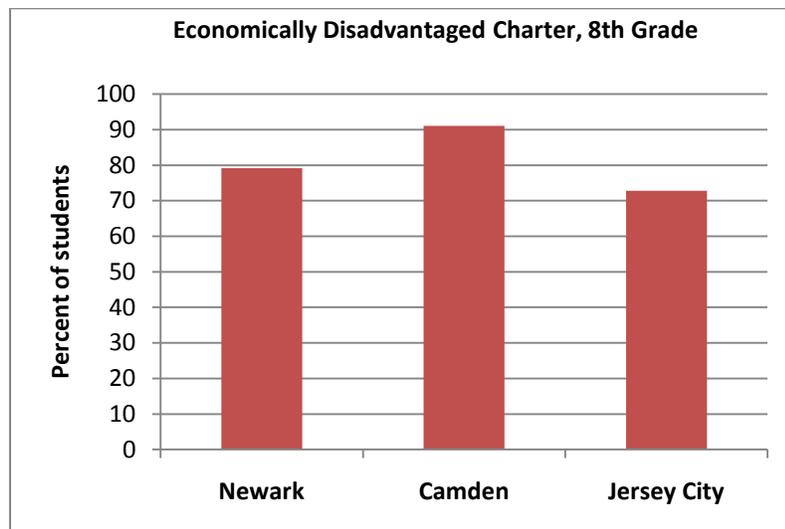
As the NJDOE seeks to increase the number of high quality schools in these areas, we have placed a particular emphasis on offering programs that address the unique needs of our ELL population. As part of the charter school application process all applicants are asked to address their plans for ELL students. They are asked to provide a level of specificity that demonstrates that they have given sufficient thought, planning, and resources to educating this traditionally under-served population. In particular, they are asked to address whether bi-lingual teachers will be made available, whether the school intends to use only an immersion program, or whether a home-language class will be offered if the number of students is sufficient.

Additionally, in the charter application process, applicants are required to address how they will target their outreach activities to non-English speaking families who may not be aware of charter school options. This targeted outreach can include providing informational literature about the school in multiple languages, including the enrollment forms, and providing correspondence to parents in their home language when possible.

In order to increase the number and quality of schools serving an ELL population the NJDOE is committed to prioritizing programs geared to this population in each of our subgrant competitions. One dissemination subgrant is reserved for sharing best practices on driving student achievement in the ELL population. The number of ELL students enrolled in charter schools as well as their achievement, graduation and college placement rates will be a key data point in our self-evaluation plan.

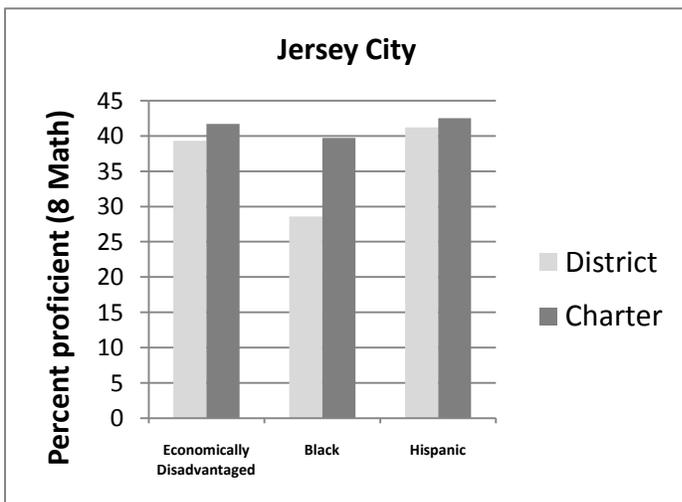
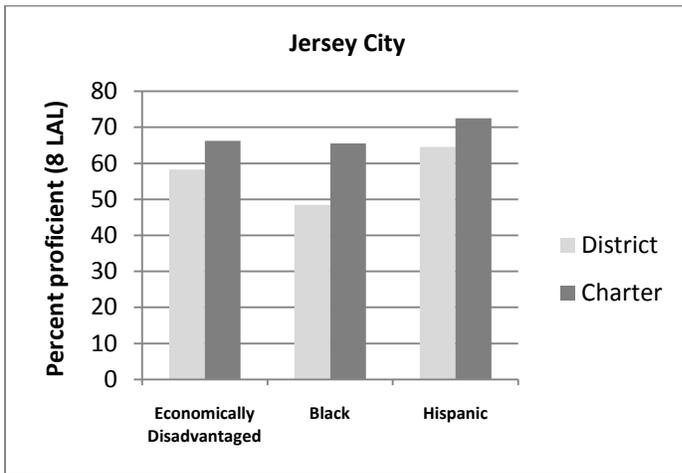
*(d) Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools (as defined in the Federal Register Notice)*

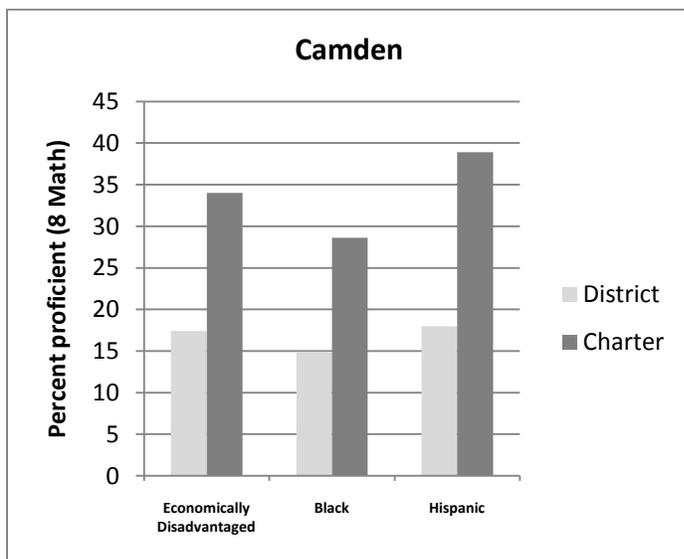
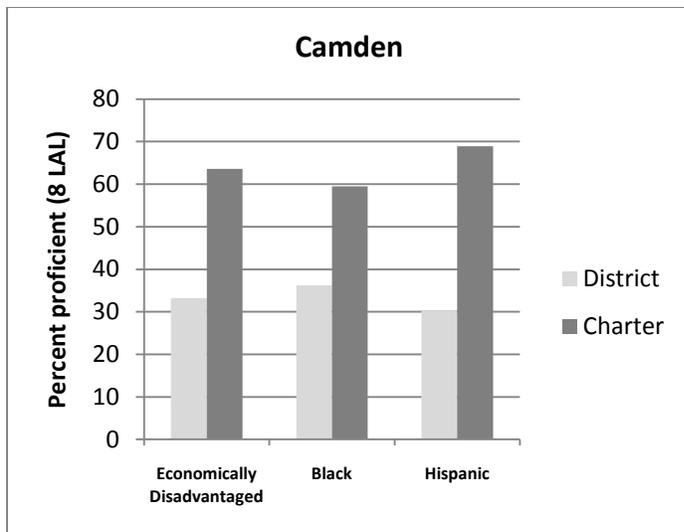
A key goal for the NJDOE is to increase the number and quality of charter schools serving our high-poverty populations. Since the passage of the Charter School Program Act, charter schools in New Jersey have educated high concentrations of the State's poorest students. Roughly 30% of the charter schools in New Jersey have a free and reduced priced lunch (FRPL) population of greater than 80%. The chart below shows the concentration of FRPL students in charter schools for the states three largest urban areas:



Some of the State's most successful charter schools are located in urban areas and meet or exceed the definition of high-poverty as listed in the Federal Register Notice. In cities like

Newark, Camden, and Jersey City the performance of charter schools most clearly outstrips the performance of the traditional public schools on key measures of student achievement such as proficiency rates, graduation rates, and college placement. The charts below give a visual representation of this contrast:





One of the many examples of charter schools demonstrating incredible success in improving the rates of student achievement, graduation and college placement for economically disadvantaged students is North Star Academy. North Star is part of the highly successful Uncommon Schools network and operates three campuses in Newark, one of New Jersey’s poorest cities. Ninety percent of the students enrolled at North Star Academy High School qualify for free or reduced price lunch and their graduation rate is nearly 100%. Furthermore, 100% of graduating seniors received at least one acceptance to a four-year college and 95% plan to enroll in a four-year college. At Camden High, a traditional public school, the graduation rate

is just under 40%. LEAP University Charter School in Camden, however, consistently has a graduation rate and college placement rate of 100% although more than three-quarters of its students qualify for free or reduced price lunch.

In four of our largest urban areas, Newark, Trenton, Camden and Jersey City, we have a substantial charter presence but still have room for significant growth. The table below shows the current percentage of all students enrolled in charter schools.

Jersey City	11.9%
Newark	12.4%
Trenton	15.9%
Camden	16.5%

In order to achieve our goal of opening more high-quality charter schools designed to serve economically disadvantaged students, NJDOE will continue to approve highly qualified schools slated for high-poverty areas. In the most recent round of charter applications, six new charter schools were approved to open in Newark. Those approved included in their application measurable goals associated with high levels of student achievement and discussed comprehensive, coherent strategies for meeting the unique needs of economically disadvantaged students. Among those approved was Great Oaks Charter School modeled after the highly successful MATCH school in Boston and New Day Charter School whose program is focused on healthy living, positive decision making, and assisting students suffering from addiction issues. Additionally, we have vigorously recruited charter operators to the State with track records of running successful schools serving high-poverty students. Early success was realized through our partnership with Pennsylvania-based Mastery Charter Schools. Mastery runs several highly

successful schools in Philadelphia and has been recognized by President Obama and Secretary Duncan for its success in closing the achievement gap. Mastery is set to open the doors to its first New Jersey school in Camden in September 2012.

The subgrant selection processes for both the start-up and dissemination grants will prioritize those applicants who have demonstrated a commitment in their application to raising the graduation and college enrollment rates in high-poverty areas. By offering this priority, the NJDOE believes that we will be better able to drive an increase in achievement, graduation and college placement rates for this population of students. A key part of our evaluation plan will be collecting baseline data on student achievement, high school graduation, and college placement rates of students in high-poverty schools and measuring the growth in attainment of these goals over the three year span of the grant.

6. **Promoting Diversity** *Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation.*

Avoiding racial isolation and promoting diversity are prioritized in our charter school application. Applicants are asked to describe how they plan to enroll a cross section of the community. New Jersey has many areas that are incredibly diverse and are populated by people of different ethnicities, nationalities, and beliefs. NJDOE is committed to ensuring that all of our schools, including charter schools, meet the needs of these diverse populations. Schools are encouraged to print recruitment materials in multiple languages, recruit students from all corners of their host district, and infuse cultural education into their programs to ensure that all students feel welcomed and to promote understanding across the student body.

The NJDOE has also sought to approve schools that have a unique diversity theme or program. For example, Hola Charter School recently opened in Newark and offers a dual

language (Spanish and English) immersion program. Princeton International Charter School is set to open in September 2011 and will offer a Mandarin immersion program. New Jersey also has two Hebrew-language immersion programs; Hatikvah, which is already operating and Shalom Charter School, which was recently approved and is preparing to open in September 2011. Each of these schools offers programs that appeal to a wide range of students and foster a community of understanding and cultural appreciation. Hatikvah will be presenting on its successes in enrolling and educating a diverse student population during a workshop titled “Fostering Genuine Diversity in Charter Schools” at this year’s New Jersey Charter Schools Conference. Hola, Princeton International, and Hatikvah each received planning and implementation subgrants that allowed them to successfully open and operate.

Many of New Jersey’s charter schools have succeeded in attracting and retaining diverse student bodies. ChARTer Tech High School in Somers Point has a student body that is approximately 53% White and 44% African American. Twenty percent of its students are classified as special education, and 40% are economically disadvantaged. Bergen Arts and Sciences Charter School has a student population that is approximately 47% Hispanic, 35% White, and 18% African American.

All sub-grant applicants will be asked to identify if they plan to offer a unique theme that promotes diversity and would appeal to a wide range of students. They will also be asked how they intend to promote diversity within their school both in its recruitment strategies as well as in its curriculum and extra-curricular development plans.

7. **Improving Productivity** *Projects that are designed to significantly increase efficiency in the use of time, staff, money, or other resources while improving student learning or other educational outcomes (i.e., outcome per unit of resource). Such projects may include innovative and*

*sustainable uses of technology, modification of school schedules and teacher compensation systems, use of open educational resources (as defined in the Federal Register Notice), or other strategies.*

Since their inception, charter schools have been given significant autonomy over their budget and personnel decisions and have demonstrated best practices of efficiency and productivity. According to NJDOE's 2009-2010 Comparative Spending Guide, charter schools in New Jersey spend 8.3% less per pupil than traditional public schools, and the difference in money spent on educator salaries and benefits is even more pronounced with charter schools spending 18.6% less. From this Spending Guide it can also be seen that charter schools drive more money to students than traditional public schools with charters spending 67.1% more on classroom supplies and textbooks. With regards to efficiency, charter schools have much to share with traditional public schools; a focus of one of our five dissemination subgrant awards.

Many charter schools in New Jersey have expanded capacity without associated increases in funding. One successful strategy has been the development of strategic partnerships with other organizations. For example, through a partnership with Rutgers University, Camden's LEAP Academy University Charter School is able to offer its students courses at the university. At other schools, partnerships with local museums have provided opportunities for enrichment activities and several other schools collaborate with community based organizations to augment their out-of-school-time activities.

A charter school's autonomy over its budget allows it to allocate its resources in an efficient manner that best aligns with the school's mission. Using their autonomy over hiring and personnel decisions, charter schools may implement compensation structures that reward performance based on student achievement data, offer bonuses, or any other structure which they

believe supports the mission of their school and is the best allocation of limited resources.

Scheduling is another area where charter schools demonstrate efficiencies. Charter schools may institute a longer school day and year, increase the amount of instructional time in the day, schedule classes on Saturdays, and use scheduling flexibilities to increase professional development opportunities for teachers.

In addition to using their autonomy to operate more efficiently, charter schools in New Jersey have also turned to technology to make the most of their resources. Employing technology as a resource can lead to both increased effectiveness and efficiency in the operation of a school. This year for the first time the NJDOE approved two virtual schools and two blended-learning schools which combine in-class and online instruction. The design of these programs allows the schools to offer greater course selection to more students at a lower cost. This can be a huge benefit to the many charter schools that are smaller than their traditional public school counterparts. With the virtual and blended-learning models, these schools will be able to offer their students an expanded list of AP courses and allow students to enroll in college courses online. These schools will accelerate student achievement for the same or lower per pupil funding amounts.

## **2. Application Requirements**

*i. – Describe the objectives of the SEA’s charter school grant program and how these objectives will be fulfilled, including steps taken by the SEA to inform teachers, parents and communities of the SEA’s charter school grant program.*

Since becoming Governor in January 2010, Chris Christie has been an outspoken and active advocate for charter schools in New Jersey; listing increasing school choice as one of his

two top education priorities. He has built a team committed to growing the number of high-quality charters across the state. The New Jersey Department of Education (NJDOE) is led by Acting Commissioner Chris Cerf, who helped drastically expand and improve the charter school sector in New York City as Deputy Chancellor of the nation's largest school district. Andy Smarick, a senior member of the Department's leadership team overseeing choice and innovation initiatives, helped found a charter school and the National Alliance for Public Charter Schools. Carly Bolger, Acting Director of the Office of Charter Schools, previously held a critical charter school leadership role in the School District of Philadelphia.

This team will play an extremely important role in the state's charter school efforts: the NJDOE, as New Jersey's sole authorizer, has oversight for all charter schools. As will be discussed below, the Department has completely reorganized its charter schools office, greatly expanding its size and creating new teams charged with delivering on two key strategies: growth and performance. This work has already begun in earnest. In the last year, NJDOE authorized a record number of new charters: nearly 30 schools are approved to open in the fall of 2011. But NJDOE is also serious about accountability. This month, the Acting Commissioner put two schools on probation and issued a stern warning to a third about its academic results. The Department is planning a review of its entire portfolio of charters this spring and summer.

The Federal Charter School Program (CSP) Grant is integral to advancing this essential work. The NJDOE intends to use the CSP grant funds to grow charters that can 1) offer a high-quality education in diverse settings; 2) serve a diverse population including economically disadvantaged students, traditionally underserved minority populations, English language learners (ELL), and special education students; and 3) drastically reduce the achievement gap.

The NJDOE has seen encouraging results among schools that received awards from previous CSP subgrants. As will be discussed below, 61% of the state's charters are now identified as "high-performing" using a new metric of academic performance, and a number of the state's urban charters are producing stunning results.

However, more can be done, and we believe the CSP will contribute mightily to the Department's efforts to accomplish the following objectives:

1. Increase the number of students in high-quality charters through a careful new-start process and the expansion and replication of successful models;
2. Improve accountability for charter schools through improved monitoring and renewal and closure decisions;
3. Increase achievement and graduation rates for low-income students, traditionally underserved minority populations, ELL, and special education students;
4. Disseminate best practices from high-quality charters to all schools in New Jersey, and;
5. Increase community engagement around New Jersey's charters and the CSP.

The NJDOE will use the CSP funds to support the creation of the highest quality charter schools program in the following ways:

#### Start-up Funding (Planning/Implementation)

We will use a portion of the CSP grant for start-up funding. Start-up subgrants will enable new charters to improve their educational programs and refine their goals during the pre-opening planning phase. In the implementation phase, CSP funds will help schools develop their faculties, purchase necessary equipment, expand community outreach efforts, and other critical projects.

In determining subgrant amounts, the NJDOE sought a balance between providing awards large enough to have a meaningful, positive influence on a school's work and yet modest enough to maximize the number of schools able to receive grants. We examined our previous subgrant allotments, considered the needs of current new schools, and forecasted future new starts and expansions, and ultimately arrived at what we believe will be an ideal formula for the 2011 CSP grant. The NJDOE will award \$150,000 for planning, \$175,000 in the first year of implementation, and \$100,000 in the second year of implementation. These funds will be awarded through a competitive subgrant process that will direct funds to the schools likeliest to help the State advance the objectives listed above.

The NJDOE will also offer comprehensive technical assistance to subgrantees to assist them in the planning and implementation phases. Following the subgrant application process, each member of the charter office's "New Schools Development Team" will be assigned a group of subgrantees for whom they will serve as a liaison and point-of-contact. NJDOE staff will assist subgrantees with preparing their budgets, accessing professional development resources, collaborating with NJDOE's Office of Community and Family Relations on outreach activities, and more.

#### Expansion Funding

NJDOE will award \$150,000 expansion subgrants in Year 2 of the grant and \$150,000 expansion subgrants in Year 3. Using metrics discussed later, including the state's new student growth measure, NJDOE will identify high-performing schools successfully addressing one or more of the goals in this application. Many of these schools are located in the most distressed neighborhoods, and NJDOE is committed to helping them serve more students. In this way, we

will maximize the impact of the CSP: helping expand and replicate schools with proven track records of success.

The NJDOE will define and communicate clear criteria for eligibility for expansion subgrants. Eligible schools will be required to demonstrate strong achievement results among key subgroups of students (compared to charters' host districts), high levels of student growth using NJDOE's new growth metric, and a history of sound fiscal policies. "Expansion" will mean (1) replicating by opening a new school under an existing charter or (2) adding new grade configurations (i.e. middle school, high school). These funds will be awarded through a competitive subgrant process.

#### Dissemination Funding

NJDOE will offer all schools in the state the opportunity to learn from the greatest successes occurring in the charter sector. Several New Jersey charters have earned national recognition for their stellar achievement results, and we intend to have these successes inform policies and practices across the state. The goals of our dissemination activities are sharing best practices and lessons learned so that 1) schools and districts change and improve their work in ways that drive student achievement gains, and 2) new high-performing charter schools are created. Following completion of this dissemination initiative NJDOE will produce a publicly available report on the activities undertaken and their impact.

For the dissemination subgrants, the NJDOE is particularly interested in identifying charters with the greatest results in closing the achievement gap; using innovative staffing and compensation models; successfully educating low-income, minority, special education, and ELL students; and realizing operating efficiencies.

NJDOE will award \$100,000 dissemination subgrants, giving \$50,000 to schools in Year Two and another \$50,000 to those same schools in Year Three (contingent upon success in Year Two). Funds will be awarded through a competitive subgrant process.

### Informing Community

To inform potential charter school applicants and the public about the CSP, NJDOE will conduct outreach activities in conjunction with several key partners. NJDOE will work extensively with the New Jersey Charter School Association (NJCSA) and the Newark Charter School Fund (NCSF) to engage charter leaders, potential school founders, community leaders, and others. An attached letter of support from NJCSA demonstrates their strong commitment to serving as our partner. NJDOE will also employ its new Community & Family Relations Office (CFR) in this work to let all communities know about this important project. CFR already conducts a wide array of outreach activities for NJDOE, including public meetings and electronic communications. Since a major priority for CFR is informing families of education options, this partnership is natural. The NJDOE will post information about this grant, including frequent updates on progress toward achieving specific performance metrics, on the Families and Choice sections of its website and through various social networking media. NJDOE will also engage the state's education and higher education community to augment the NJDOE's communication and outreach activities. Attached letters from a majority of the State's public colleges and universities and from some education reform organizations show that this engagement is already happening. Lastly, the NJDOE will solicit the involvement of New Jersey's business organizations, which have been strong supporters of the state's charter school sector. Letters of support from the State's two largest business associations are included. All of these partnerships

and outreach efforts will ensure a diverse communication strategy that reaches all interested parties.

*ii. – Describe how the SEA will inform each charter school in the State about Federal funds the charter school is eligible to receive and Federal programs in which the charter school may participate.*

The NJDOE is committed to making sure that all charter schools are aware of all federal funding opportunities. NJDOE, as an SEA, receives federal formula funds and is responsible for directing the appropriate share to charter schools. NJDOE realizes that traditionally charter schools are under-informed about federal discretionary grants for which they are eligible. In New Jersey, charter schools are considered LEAs and, as such, they are eligible to apply for approximately 47 discretionary grants from the federal government. This figure is cited in the December 2010 GAO report *Education Could Do More to Assist Charter Schools with Applying for Discretionary Grants*, which also included recommendations for growing the number of charter schools competing for federal grants. The NJDOE shares the concern that charters are not fully aware of these opportunities and has already taken steps to solve this problem.

Currently, all discretionary grant programs offered by the NJDOE are available on the grants portion of the NJDOE website. The information available includes all application information, eligibility criteria, and other relevant information. NJDOE staff from the various offices (Office of Student Funding, Title I, etc) work with charter schools to ensure that they are fully aware of all federal funding opportunities. Additionally, we will link to the CSP webpage from our Office of Charter Schools webpage so that charters can learn more about these funding opportunities. The New Jersey Charter Schools Association is a strong partner with the NJDOE and will collaborate with us to ensure that its members are fully aware of all federal funding

opportunities. We are also investigating ways that the state's Executive County Superintendents, NJDOE officials working in the field, can help charters in this area. Finally, we will carefully review the recommendations of the GAO report to identify additional activities that may help NJDOE address this challenge.

*iii. – Describe how the SEA will ensure that each charter school in the State receives the school's commensurate share of Federal education funds that are allocated by formula each year, including during the first year of operation of the school and a year in which the school's enrollment expands significantly.*

All public schools, including charter schools, in New Jersey are notified in writing of the ways in which State and Federal funds due them will be distributed, and this formal communication is supplemented with periodic technical assistance sessions conducted by NJDOE, specifically the Office of Grants Management and the various Federal Title grant offices (e.g., Title I, IIa, etc.). Further, the Office of Charter Schools (OCS) supplements the communication and technical assistance efforts of the partner NJDOE divisions through the grants management program specialist in the OCS. Information regarding all federal grant programs, both formula and competitive, is available on the department's website.

New Jersey's charter school law, as well as the NJDOE that implements it, ensures that each charter school in the state receives its commensurate share of Federal education funds through a formal process of collecting enrollment and other data and applying a uniform protocol of calculating each charter school's share of funds. This efficient process for allocating aid has been enhanced further during the last five years with the implementation of an online grant system known as the Electronic Web Enabled Grant (EWEG) system. This system enables the NJDOE to be more efficient in processing the entitlement grant funds.

The charter schools receive their allocations for NCLB and IDEA grants based on their October 15<sup>th</sup> enrollment count of the previous year. New schools receive funding based on a projected enrollment estimate, which is adjusted in the spring based on actual enrollment numbers; adjustments are also applied to the following year allocations. Charter schools whose enrollment is projected to increase based on the addition of a new grade or additional class are funded based on their October 15<sup>th</sup> enrollment count from the previous year plus 50% of their projected increase. These allocations are then adjusted in the spring based on actual enrollment counts from the October 15<sup>th</sup> count and the adjustments (either positive or negative) are applied to the following year allocations.

There is an opportunity for the charter schools whose enrollment has expanded to receive supplemental funding in January of the following year. This is based on a school's reporting that they are "increasing" (schools that have grown by enrolling more students) or because the school has added an additional classroom or instructional section. For those schools identified as "increasing", the October 15<sup>th</sup> enrollment count of that school year is used to calculate the supplemental allocation to be applied to the school's aid allotment.

This system allows the State to fund more accurately, avoiding disruptive overpayments/underpayments. New charter schools will receive their allocation in January of the school year they opened based on their October 15<sup>th</sup> enrollment count of that year. The NJDOE is pleased that the EWEG system permits supplemental funding to schools to be provided in a timelier fashion.

*iv. – Describe how the SEA will disseminate best or promising practices of charter schools to each LEA in the State.*

Ensuring the exchange of best or promising practices of successful charter schools with all LEAs is a priority for NJDOE. Executive County Superintendents work closely with all LEAs, including charter schools, in their respective counties. The counties with high numbers of charter schools hold regular charter school roundtable meetings or include charter school leaders in county-wide roundtable meetings for all superintendents. These roundtable meetings serve as an opportunity for all school leaders to come together and exchange ideas, comment on best practices, and learn from one another. The Executive County Superintendents have a good on-the-ground vantage point to see what is working well in charter schools and serve as an invaluable conduit to share these practices with traditional public schools.

Additionally, the NJDOE facilitates an annual conference hosted by the New Jersey Charter Schools Association. The conference is an opportunity for all charter schools to attend workshops facilitated by charter leaders, NJDOE staff, and charter experts that cover topics such as governance, finance, facilities, and professional development. This conference is open to the public and new, existing, and potential charter schools are encouraged to attend.

In addition to the opportunities for sharing best practices already provided by the NJDOE, the dissemination activities to be supported by this grant will expand our capabilities even further. The dissemination activities will promote an invaluable form of professional development for schools – peer to peer exchanges of information and best practices. The NJDOE will be responsible for sharing the information and findings of the dissemination activities with all LEAs. We will make key reports and findings available on our website and provide links to the charter schools leading the dissemination activities.

Lastly the NJDOE intends to enlist our established partners in the education sector, such as the New Jersey School Boards Association and the New Jersey Principals and Supervisors Association. Strategies include having successful charter schools present at their meetings and conferences, supporting shadowing days for members to visit successful charter schools, and attending workshops of these organizations to discuss results from charter schools.

*v. – If an SEA elects to reserve part of its grant funds (no more than 10 percent) for the establishment of a revolving loan fund, describe how the revolving loan fund would operate.*

The NJDOE will not be utilizing any of the 2011 CSP grant funds for revolving loans for charter schools.

*vi. – If an SEA desires the Secretary of Education to consider waivers under the authority of the CSP, include a request and justification for any waiver of statutory or regulatory provisions that the SEA believes is necessary for the successful operation of charter schools in the State.*

The NJDOE requests a waiver from the USDOE to allow utilization of CSP funds to support the expansion of our highest-quality charter schools. It is important to support new charter schools, but with the NJDOE prioritizing quality, it is also critical to encourage the expansion of charters with a demonstrated track record of success. Page 14 of the grant’s instructions say that one of the grant’s purposes is to, “expand the number of high-quality charter schools available to students across the nation.” Expansion increases the number of students able to attend high-quality charter schools. Our state’s best charter schools, particularly those in economically disadvantaged areas, consistently exceed state targets and carry student waiting lists in the thousands. Allowing the use of CSP funds to support expansion of our best charters would greatly aid the State in providing even more children with access to a high-quality education.

The NJDOE also requests a waiver to allow the award of CSP grant funds for dissemination to schools that have received dissemination grants in previous CSP rounds. NJDOE does not believe that this explicitly contradicts anything in the grant instructions, because it believes the limitation set forth in Section 5202(d)(2) of the Elementary and Secondary Education Act listed on page 53 of the grant's instructions are only restricting a charter school from receiving more than one dissemination in the same CSP grant. The NJDOE wants only to be certain that repeating dissemination subgrant recipients from previous CSP grants is permitted. Many of our best charters have already received a dissemination award in the past and have much more they can contribute to the educational community in the identified areas of innovative practice. Therefore, we request approval to include them in future dissemination project competitions.

*vii. – Describe how charters schools that are considered to be LEAs under State law and LEAs in which charters are located will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.*

New Jersey charter schools are considered LEAs and are not asked to partner with other LEAs to meet their special education requirements. They receive Federal special education funding directly under the formula set forth in subsection 611(g)(2) (B) of the Individuals with Disabilities Education Act. New Jersey's Charter School Program Act of 1995 (N.J.S.A. 18A:36A) requires that charter schools comply with all statutes requiring services to students with disabilities, and new charter schools make assurances in their application of such. Charter schools in New Jersey offer a full continuum of educational programs and services throughout the state. These programs range from tutoring and basic skills instruction to resource rooms, in class support and other more extensive interventions.

The NJDOE provides significant technical assistance to charter schools to ensure that they are fully aware of all federal funding opportunities and that they are compliant with the requirements of these funds. Through our four federally-funded Learning Resource Centers (LRC), the NJDOE is able to offer a variety of supports to charter schools regarding IDEA, Title I, and other programs. Specifically, the NJDOE offers training and workshops on the requirements associated with the funds and training in the areas that will be assessed during monitoring. The LRCs also have on staff special education consultants to assist charter schools in complying with all applicable requirements. Charter schools that are members (nominal membership fee) have access to a wide array of curricular resources as well as office equipment that small charter schools may not otherwise have access to.

### **3. Selection Criteria**

- (i) *The contribution the charter schools grant program will make in assisting educationally disadvantaged and other students in meeting State academic content standards and State student academic achievement standards*

As in other states, New Jersey's low-income students lag behind their more affluent peers in virtually all measures of academic achievement. Urban areas like Newark, Jersey City, and Camden have the highest concentrations of poverty and their school districts, overall, have the lowest levels of student achievement. In these areas, charter schools can offer a much-needed high-quality option within the public education sector. It is the goal of the NJDOE, with support from the CSP grant, to prove that geography need not equal destiny for disadvantaged students. We are committed to offering an excellent education to all students regardless of zip code. In fact, we have already seen the impact high-quality charter schools can have on students in

distressed communities. Some of the State’s best charter schools are located in urban areas. In some cases, these schools are far surpassing the scores of their home districts and drastically reducing the achievement gap.

The table below highlights just one example of the impact a great charter school can have on disadvantaged students. The table shows three charter schools that have outperformed their host districts by at least 20 percentage points on New Jersey’s standardized assessments.

NJASK 3 Math				
Charter School	District	Charter Score	District Score	Percentage Point Difference
Robert Treat Academy	Newark	94.0	55.9	+ 38.1
Soaring Heights	Jersey City	91.3	64.3	+ 27.0
Learning Community	Jersey City	86.5	64.3	+ 22.2
NJASK 3 Language Arts Literacy				
Charter School	District	Charter Score	District Score	Percentage Point Difference
Robert Treat Academy	Newark	74.0	37.9	+ 36.1
Soaring Heights	Jersey City	65.2	43.3	+ 21.9
Learning Community	Jersey City	61.0	43.3	+ 17.0

In addition to superior test scores, many of the state’s urban charter schools also outperform their district counterparts on other key indicators of student success such as graduation and college placement rates. Camden’s LEAP Charter School graduates nearly all of its students, while the district’s high schools graduate less than half of theirs.

All facets of the NJDOE’s administration of this grant will be geared toward increasing the number of students attending high-quality charter schools. A special emphasis will be placed on providing high-quality charter options to the most educationally disadvantaged students.

First, we are committed to recruiting charter operators that have either established a proven track record of significantly raising achievement levels for disadvantaged students or presented a comprehensive plan for improving learning among underserved populations and closing the achievement gap. The following activities have been identified to support this objective:

Activity 1: Actively recruit charter operators and CMOs with a track record of success to apply to open a school in New Jersey. There are many high-performing CMOs in close proximity to New Jersey, such as those based in New York City, Philadelphia, Baltimore, Boston, and Washington, DC. We will focus on these areas first but will also expand our recruitment efforts nationwide.

Activity 2: Design a subgrant process to give preference to applicants who can demonstrate a track record of or strong commitment to attaining high levels of student achievement with disadvantaged student populations.

Activity 3: Assist urban charter operators' efforts to access facilities by, among other strategies, facilitating the acquisition of under-utilized state-owned facilities and negotiating co-location arrangements with districts.

In the first year, success will be measured by the number of new urban schools that prioritize raising the academic performance of disadvantaged students and eliminating the achievement gap. In subsequent years of the grant we intend to evaluate the student achievement data on measures of proficiency rates, student growth, and comparisons to district averages.

Second, if our waiver is granted, we intend to use funds to promote the expansion of highly successful schools serving disadvantaged student populations. There are already schools in New Jersey excelling at educating our most at-risk students, and many of these schools carry

long waiting lists. The CSP grant would provide them the opportunity and incentive to either replicate or expand, thereby making available more high-quality seats.

The following activities have been identified to support this goal:

Activity 1: Clearly define and communicate criteria for sufficient school quality to warrant expansion.

Activity 2: Conduct outreach to charter schools that meet criteria and encourage them to apply for CSP subgrant.

Activity 3: Design subgrant process to give preference to applicants able to who can demonstrate a track record of high levels of student achievement with disadvantaged student populations.

The performance metrics for this goal will include enrollment growth in existing high-performing charters and the number of new campuses started by high-performing operators. Achievement data, particularly student growth scores, will be used to assess whether high-performance continues post-expansion.

Lastly, the dissemination portion of this grant will allow successful schools to share their practices with others across the state. Successful schools, especially those serving disadvantaged students, have numerous commonalities. The CSP dissemination grant would enable these excellent schools to share their lessons learned with schools struggling to serve similar populations. Progress toward this goal will be measured by conducting surveys of participants of dissemination activities and evaluating changes in their student achievement data.

The following activities have been identified to support this goal:

Activity 1: Clearly identify and communicate eligible dissemination activities.

Activity 2: Identify the most successful charter schools and make them aware of the Notice of Grant Opportunity for the dissemination subgrant

Activity 3: Design subgrant process to give preference to applicants demonstrating a sustained track record of superior achievement among disadvantaged student populations.

*Steps that will be taken by the SEA to inform teachers, parents, and communities of the SEA's charter school grant program*

In order to maximize the opportunity for success of the charter school grant program, the NJDOE is committed to reaching as broad an audience as possible with information pertaining to the grants. NJDOE believes that many in the state will benefit from knowledge about this program, not just those interested in applying for subgrant funds. We have employed the resources available to us within the department to support this goal. We have also leveraged our partnerships with organizations like the New Jersey Charter Schools Association and the Newark Charter School Fund to share information about the CSP. Specific activities designed to achieve this goal are listed below and focus on connecting with parents, teachers, district-run schools, and the general public.

Activity 1: Coordinate with the Office of Community and Family Relations and other NJDOE offices to include information about the charter school grant program in their outreach programs.

Activity 2: Communicate information to charter schools through a monthly electronic newsletter, the department's website, and technical assistance sessions for subgrant applicants. Work with Executive County Superintendents to distribute information about the grant program to all schools and districts.

Activity 3: Work with NJDOE's Public Information Office to craft a multi-media strategy to inform the public about the charter school grant program.

Activity 4: Work with the NJDOE's external partners in the higher education, education reform and business communities on outreach to their members and constituencies. (support evidenced by attached letters of support from a majority of the State's public colleges, some of its education reform organizations and its two largest business associations)

*How the SEA will disseminate best or promising practices of charter schools to other LEAs in the state*

High-quality charter schools, those that embrace innovation and drive student achievement, should serve as an example for all LEAs in the state. All students stand to benefit if charter schools share with other LEAs their successful strategies and practices. This is already underway in several meaningful ways in New Jersey.

NJDOE's Executive County Superintendents work closely with all LEAs, including charter schools, in their respective counties. The counties with high numbers of charter schools hold regular charter school roundtable meetings or include charter school leaders in countywide roundtable meetings for district superintendents. These roundtable meetings serve as an opportunity for all school leaders to come together and exchange ideas, comment on best practices, and learn from one another.

Additionally, NJDOE facilitates an annual conference hosted by the New Jersey Charter Schools Association. The conference is an opportunity for charter school leaders to convene and attend workshops facilitated by their peers, NJDOE staff, and leading experts on charter schools. These sessions cover important topics such as governance, finance, facilities, curriculum, and professional development. This conference is open to the public and new and existing charter schools are encouraged to attend.

(ii) *The degree of flexibility afforded by the SEA to charter schools under the State's charter school law.*

The Charter School Program Act of 1995 states explicitly that New Jersey charter schools will be autonomous entities from the districts in which they are located. As per N.J.A.A. 18A:36A-3, “ a charter school shall be a public school operated under a charter granted by the Commissioner, which is operated independently of a local board of education and is managed by a board of trustees, upon receiving a charter from the Commissioner, shall be deemed to be public agents authorized by the State Board of Education to supervise and control the charter school.” Additionally, the Charter School Program Act outlines the powers of a charter school.

They include the authority to:

- a. Adopt a name and corporate seal; however, any name selected shall include the words “charter school”;
- b. Sue and be sued, but only to the same extent and upon the same conditions that a public entity can be sued;
- c. Acquire real property from public or private sources, by purchase, lease, lease with an option to purchase, or by gift, for use as a school facility;
- d. Receive and disburse funds for school purposes;
- e. Make contracts and leases for the procurement of services, equipment and supplies;
- f. Incur temporary debts in anticipation of the receipt of funds;
- g. Solicit and accept any gifts or grants for school purposes; and
- h. Have such other powers as are necessary to fulfill its charter and which are not inconsistent with this act or the requirements of the Commissioner.

Description of the degree of autonomy charter schools have achieved over such matters as the charter school's budget, expenditures, daily operations, and personnel in accordance with their state law

A charter school's Board of Trustees is responsible for all aspects of governance regarding the school. They have complete authority over areas of personnel, program accountability and fiscal accountability. Pursuant to N.J.S.A 18A:36A-14, the board of trustees of a charter school shall have the authority to decide matters related to the operations of the school including budgeting, curriculum, and operation procedures, subject to the school's charter. Charter schools have the authority to hire all staff including teachers and school leaders. The board is responsible for the oversight of the school's finances and for ensuring that a charter school remains fiscally solvent.

A charter school has complete autonomy over its budget and may allocate its resources in a way that best aligns to the school's mission. Charter schools in New Jersey also have autonomy over hiring and personnel decisions and may implement compensation structures that reward performance based on student achievement data, offer bonuses, or any other structure which they believe supports the mission of their school. Scheduling is another area where charter schools have autonomy from state or district regulations. Charter schools may institute a longer school day and year, increase the amount of instructional time in the day, schedule classes on Saturdays, and use scheduling flexibilities to increase professional development opportunities for teachers.

Per N.J.A.C. 6A:11-4.1 a charter school shall be a local education agency for purposes of applying for federal entitlement and discretionary funds. As such, a charter school receives all federal entitlement funds directly from the state.

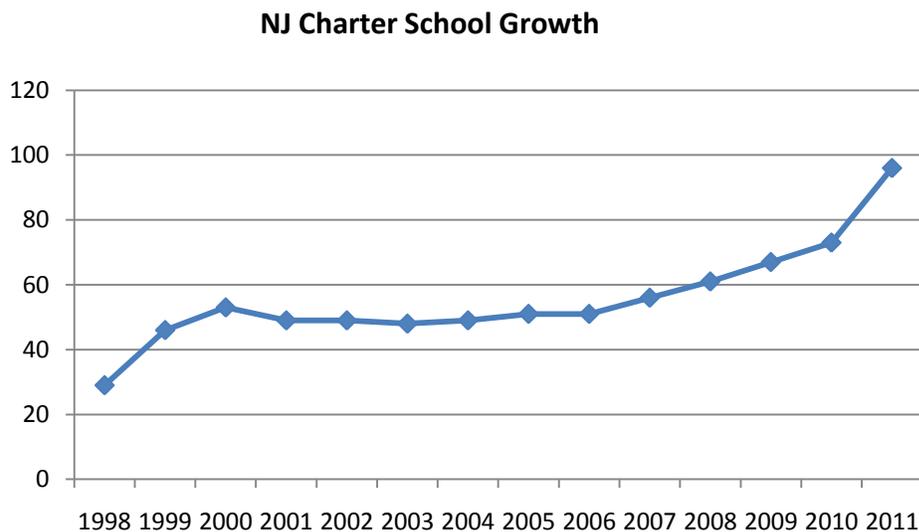
Furthermore, during the charter application process and at anytime over the term of their charter a charter school may seek a waiver from any regulation not pertaining to assessment, civil rights, special education, or student health and safety. All waiver requests are submitted with justification from the applicant of how the exemption will help advance the educational goals and objectives of the charter school. The Commissioner has the authority to grant or deny any waiver requests.

Lastly, a new charter bill has been presented to the state legislature by this Administration. Among the many provisions in the new legislation is a “blanket” waiver granting charter schools an exemption from all regulations applied to traditional public schools. Until the passage of that legislation, the waiver request process will continue to be a valuable tool for charter schools to gain the flexibility and autonomy they need to implement their innovative programs.

(iii) *The number of high-quality charter schools to be created in the State*

Increasing the number of high-quality charter schools in New Jersey is a top priority of the Christie administration. New Jersey is relying on the growth of high-quality charter schools to drive increases in student achievement statewide and particularly among that state’s most disadvantaged students. 2010 was a banner year for charter approvals in the state; we had a record number of applicants and a record number of approvals. Two application cycles yielded a combined total of 86 applications and the approval of 29 new schools. Furthermore, the approval process was even more rigorous than it had been in the past. It consisted of a programmatic review by a 4-person panel comprised of NJDOE staff and external charter experts and a thorough fiscal evaluation.

The graph below shows charter school growth over time in New Jersey:



New Jersey is on track to continue expanding its charter sector. The administration's consistent advocacy for smart charter growth has made clear to prospective operators that New Jersey is committed to having more high-quality charters open across the state. This message has been heard. At technical assistance sessions held for prospective applicants in February, NJDOE had a record 130 people attend. With strong demand from families and an increasingly strong supply of school founders, New Jersey is on track to open **15-20 schools per year**. This amounts to **45-60 new schools over the three-year federal award period**. Additionally, we continue to encourage our already high-performing charters to expand and replicate, providing another avenue for increasing the number of high-quality charter school seats.

In the past, New Jersey has awarded sub-grants to all approved charter applicants. With the increased number of new schools and a desire to encourage growth in specific areas, New Jersey intends to implement a rigorous and competitive sub-grant application process. The sub-grant process will be designed to assess the capacity of the applicant to utilize the CSP grant funds in an effective manner and to support the priorities of the NJDOE which include:

- Increasing educational options for economically disadvantaged and at-risk students
- Supporting schools whose mission is to close the achievement gap
- Supporting charter schools who can provide a focus on educating ELL students
- Supporting charter schools who can provide a focus on educating special education students
- Attracting charter operators with a proven track record of student achievement to open and run schools in New Jersey

The Office of Charter Schools will be responsible for the design and development of the sub-grant process. The Office of Charter Schools will work collaboratively with the Office of Grants Management (OGM) to prepare and distribute the Notice of Grant Opportunity (NGO). OGM will also provide assistance in the receipt and review of applications. The sub-grant application will require applicants to, at a minimum, address the following:

- Mission;
- Overview of school's educational program including detail on curriculum and instructional practices;
- Accountability plan including measurable goals/objectives and plans to collect baseline data and set benchmarks to evaluate progress towards stated goals;
- Student assessment including goals, collection of baseline data, setting of benchmarks and specific assessments to be used;
- Discussion of financial practices to be put in place ;
- Demonstrate their capacity as a founding team to successfully implement the proposed programs; and

- A detailed budget that demonstrates the alignment of grant funds to the stated goals of the school.

The sub-grant application process will include an application review by a diverse panel and an in-depth interview. Each panel will include three readers, including NJDOE staff and members of the charter school community. All readers must certify that they have no conflicts of interest. If a conflict is identified, that reader will be replaced.

The applications will be scored and awards will be made on a rank-order basis. Since the NJDOE will be unable to fund all applicants, awards will be made only to those applicants that meet the highest standards and are best aligned with the stated priorities of the NJDOE. A separate sub-grant process will be administered for the dissemination grants.

(iv) *Quality of the management plan*

NJDOE'S Office of Charter Schools will be directly responsible for the management of the CSP grant. Early in his tenure, NJDOE's Acting Commissioner identified the Office of Charter Schools for restructuring so that the size and capacity of the office would better reflect the importance of charter schools in the State's educational agenda. As a part of the restructuring, the office has grown from five full-time staff members to 14 full-time staff. Acting Director, Carly Bolger, now heads the office. Before joining the NJDOE, Carly worked with charter schools in Philadelphia and oversaw the recruitment and selection of charter operators to takeover and turnaround seven of the city's lowest performing neighborhood schools. As part of her role as Acting Director, Carly will be responsible for the project management of the CSP grant. Additionally, the newly created position of School Development Coordinator will have supporting the CSP grant and its implementation among his or her key responsibilities. With the newly allocated staff and resources, we are confident that the NJDOE

is well-positioned to achieve the goals of this grant and ensure that the process and funds are managed in an efficient and responsible manner. An organization chart for the office has been provided as an attachment to this application.

In addition to the Acting Director and School Development Coordinator, the Office of Finance and the Office of Grants Management will also assist in managing the implementation and monitoring of this grant and Montclair State University will assist with the evaluation of the grant.

The management plan of this grant has been designed to cover all of the responsibilities and project activities required for successful implementation of the grant program and to accommodate various deadlines not only of this grant but of the charter school application process as well. While some of the dates of this plan may need to be adjusted we are committed to carrying out all listed activities.

Project Activity	Responsible Staff	Deadline
Award of CSP grant to NJDOE		
<i>Notice of Grants Opportunity (NGO) Development for Planning/Implementation</i> - NGO will contain eligibility requirements, deadline, application instructions	OCS, OGM	June 15 (Years 1,2,3)
<i>Planning/Implementation NGO release</i> - make NGO available on OCS/OGM website - publicize through partner organizations	OCS, OGM	July 1, (Years 1,2,3)
<i>Subgrant Technical Assistance</i> - design and conduct TA - publicize TA on website and through partner organizations	OCS	July 15 (Years 1,2,3)
<i>Development of sub-grant application</i> - write and distribute subgrant application aligned to stated goals	OCS, OGM	September 1 (Years 1,2,3)

Project Activity	Responsible Staff	Deadline
<i>Review subgrant applications</i> - recruit and train diverse reader panel - develop rubric for evaluating apps - distribute applications for review - assemble interview panels - conduct interviews	OGM	October 15- January 1 (Years 1,2,3)
<i>Notice of Award to subgrantees</i> - compile scores and determine winners	OCS, OGM	January 2 (Years 1,2,3)
<i>Distribution of funds to 10 sub-grantees</i> - ensure funds are distributed in timely fashion	OCS, OGM, Finance	January 15 (Years 1,2,3)
<i>Develop NGO for Dissemination sub-grant</i> - NGO will contain eligibility requirements, deadline, application instructions	OCS, OGM	June 15 (Years 2,3)
<i>Develop and release dissemination sub-grant application</i> - write and distribute subgrant application aligned to stated goals - collaborate with partner orgs. to publicize opportunity	OCS, OGM	September 1 (Years 2,3)
<i>Dissemination sub-grant application review</i> - recruit and train diverse reader panel - develop rubric for evaluating apps - distribute applications for review - assemble interview panels - conduct interviews	OGM	October 15- January 1 (Years 2,3)
<i>Develop application for expansion sub-grant</i> - NGO will contain eligibility requirements, deadline, application instructions	OCS, OGM	June 15 (Years 2,3)
<i>Develop and release expansion sub-grant application</i> - write and distribute subgrant application aligned to stated goals - collaborate with partner orgs. to publicize opportunity	OCS, OGM	September 1 (Years 2,3)
<i>Expansion sub-grant application review</i> - recruit and train diverse reader panel - develop rubric for evaluating apps - distribute applications for review - assemble interview panels - conduct interviews	OGM	October 15- January 1 (Years 2,3)

Project Activity	Responsible Staff	Deadline
<i>Monitor project budget and expenditures</i> - ensure the administrative budget expenses are monitored - ensure that subgrant funds are distributed in a timely manner	Project manager	Ongoing
<i>Grant monitoring</i> -Ensure that all subgrantees are compliant with terms of grant - Monitor use of expenditures through reports submitted by subgrants - Conduct subgrant site visits	OCS, OGM	Ongoing

- (v) *The SEA’s plan to monitor and hold accountable authorized public chartering agencies through such activities as providing technical assistance or establishing a professional development program, which may include providing authorized public chartering agency staff with training and assistance on planning and systems development, so as to improve the capacity of those agencies to authorize, monitor, and hold accountable charter*

Currently, the NJDOE is the sole authorizer in the state and is committed to becoming a world-class charter authorizer and model of best practices. In New Jersey today, there is an unprecedented alignment in the administration to promote the growth of high-quality charter schools that will significantly improve educational outcomes for students in New Jersey. In order to achieve this ambitious goal, the NJDOE realizes the urgent need to employ the highest quality authorizer practices. To achieve this goal the NJDOE has partnered with the National Association of Charter School Authorizers (NACSA) to evaluate current practices, identify areas for improvement, and develop a strategic plan to implement best practices. The partnership is for two years and the first year concludes in May 2011.

**In year one, we achieved the following:**

- Conducted a comprehensive analysis of current practices including; interviews with NJDOE staff and charter community stakeholders;
- Conducted a survey of charter school leaders;
- Identified areas of strength such as fiscal assistance and monitoring;
- Identified areas for improvement; and
- Implemented new application review system that was more rigorous with a focus on assessing the capacity of the applicants to open and run a successful school. Also incorporated best practices for application review including external evaluators.

**Year two of the collaboration is set to focus on:**

- Developing and implementing a strategic plan;
- Developing and implementing a communications strategy to share the work and progress of the Department;
- Develop and implement a rigorous accountability system for schools that assesses student achievement, fidelity to charter, and fiscal health;
- Continue the development and implementation of a performance based charter agreement; and
- Meet and collaborate with other authorizers to learn best practices for authorizing and strategies for improvement.

With the assistance of NACSA the NJDOE is on a track to implement a meaningful number of best practices by the end of 2011.

To advance the growth of high-quality charter schools, the Governor has proposed a bill to the state legislature that would provide for multiple authorizers in the state including public universities and school districts. Once the bill is approved, the NJDOE will work diligently to provide those authorizers with technical assistance and professional development to support them as they assume the duties of a charter authorizer. The goal of all support from the State will be to develop multiple authorizers committed to promoting the growth of only high quality charter schools and fulfilling their duties to support and hold accountable the schools which they have authorized.

- (vi) *In the case of SEAs that propose to use grant funds to support dissemination activities under section 5204(f)(6)(B) of the ESEA, the quality of the dissemination activities and the likelihood that those activities will improve student academic achievement.*

Through dissemination funding, the NJDOE endeavors to offer all public schools in the state, traditional and charter, an opportunity to learn from truly innovative education leaders from the charter sector. Several charter schools in New Jersey, such as North Star Academy and TEAM, have gained national recognition for their student achievement and innovative educational practices. The goal of the NJDOE funding dissemination activities is to promote the conversion of specific successes into broader educational improvements statewide. Anticipated outcomes include: encouraging the development of new, high-quality charter schools, sharing best practices that drive student achievement among identified student populations, providing best practice information to the general public, fostering collaboration and cooperation among charter schools. For our dissemination program to have the greatest impact, the NJDOE will make available online all resources generated by the dissemination program. Following

completion of the dissemination activities, the NJDOE will compile a report of each of the best practices shared through the program and make the report available on our website.

For the dissemination subgrants, the NJDOE is particularly interested in identifying established charter schools with the greatest results in closing the achievement gap, using innovative staffing and compensation models to drive student achievement, enrolling and educating special education and ELL students, and realizing operating efficiencies. By identifying these schools and providing funding through the CSP grant the NJDOE expects that schools and districts statewide will begin to incorporate these practices and strategies and that similarly high levels of student achievement will be seen in more schools across the state.

(vii) ***Quality of the project evaluation***

*In determining the quality of the evaluation, the Secretary considers the extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data.*

As evidenced by the attached letter of intent, the NJDOE will partner with Montclair State University's Center for Research and Evaluation on Education and Human Services (CREEHS) for the external evaluation of the 2011 Federal CSP grant. CREEHS is a recently instituted Center in the College of Education and Human Services at Montclair State University devoted to conducting high-quality multi-method research and evaluation studies, producing useable knowledge in education and human services fields, and contributing to public policy that addresses the most pressing issues in education and human services. (See description of CREEHS in appendix.) The evaluation team will bring considerable expertise in evaluation and charter schools to the evaluation design and implementation. Dr. Katrina Bulkley is a nationally recognized scholar on charter schools and educational policy, and Dr. Brian Carolan is a

sociologist of education with expertise in quantitative research and data analysis. (Their CVs are included in the appendix.) The evaluation team will bring in additional faculty members and consultants with relevant expertise as needed.

The CREEHS Director will coordinate evaluation activities, including hiring of outside consultants and supervision of graduate assistants to help with data collection and analysis. To identify processes for making data available to the evaluators, and to refine the evaluation activities, data collection methods, analysis procedures, and reporting processes, the evaluation director and team members will collaborate with key NJDOE and CSP personnel such as the additional staff person hired with CSP funds in the NJDOE's Office of Charter Schools as explained in the budget narrative. Since most of the quantitative data will come from existing or regularly collected data sources, these meetings will begin as soon as funding is awarded to allow time to develop appropriate systems for ensuring the evaluators have access to required data.

Montclair State University's CREEHS has developed the below *Overview of Evaluation Plan* for the CSP proposal. The evaluation will use *objective measures* to determine progress toward program objectives, gather data at the beginning of the grant period to be used to establish *benchmarks* for project objectives, and apply *outcome measures to assess the impact* of the program activities. The *Overview of Evaluation Plan* presents the evaluation plan—evaluation activities, types of data to be collected, data sources, methods/anticipated approaches to data analysis, timelines for activities, and report deadlines for each program objective.

The first three months after award of the grant (by Oct. 1, 2011, if the award is made on July 1, 2011) will be spent collecting information and data regarding the pre-grant context for charter schools in NJ as it relates to the goals of the CSP grant. At the end of that time, a

Baseline Report will be submitted to establish pre-grant (baseline) data related to program objectives and will be used to establish *measurable goals/benchmarks* for the end of the grant period. On an ongoing basis after that time, quantitative and qualitative data will be collected on program activities related to the objectives, and annual reports will be submitted for Years 1 and 2. These reports will be used by the NJDOE to monitor progress toward program goals. The evaluation team will meet with key program personnel to discuss the annual (formative) report findings and consider adjustments that may be needed and successes that should be replicated in other schools. At the end of the grant period, a final (summative) report will document progress toward intended outcomes on all objectives. Details on this evaluation plan are specified in the below *Overview* chart

**Evaluator: Montclair State University, Center for Research and Evaluation in Education and Human Services (CREEHS)**

**OVERVIEW OF EVALUATION PLAN**

<b>Objective 1: To increase access to high-quality charter schools in New Jersey by increasing (a) the number of new high-quality charter schools and (b) the number of students in high-quality charter schools through expansion of those schools.</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(July 1-31, 2011) 1. Review criteria for identifying high-quality charter schools and recommend additional criteria, if needed.	Criteria from NJDOE		
(July 1-Sept 30, 2011) 2. Identify pre-grant high-quality charter schools in New Jersey, using existing criteria and any additional criteria adopted from initial review.	<ul style="list-style-type: none"> <li>• School AYP and demographic data</li> <li>• Individual student data: free/ reduced lunch, ELL, SPED, NJASK, HSPA</li> <li>• Results of annual parent surveys</li> <li>• Similar data from appropriate comparison group</li> </ul>	Descriptive statistical analyses of secondary data sources	Baseline report – 10/1/11

<b>Objective 1 (CONT.) : To increase access to high-quality charter schools in New Jersey by increasing (a) the number of new high-quality charter schools and (b) the number of students in high-quality charter schools through expansion of those schools.</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(Annually, 2011-14) 3. Identify high-quality charter schools in New Jersey	<ul style="list-style-type: none"> <li>• (same as above)</li> <li>• School enrollment data</li> </ul>		Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
(July 1-Sept 30, 2011) 4. Determine pre-grant number of students enrolled in high-quality NJ charter schools.	(same as above)		Baseline report – 10/1/11
(Annually, 2011-14) 5. Determine number of students enrolled in high-quality NJ charter schools.	(same as above)		Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
<b>Objective 2: To increase student diversity in high-quality NJ charter schools.</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(July 1-Sept 30, 2011) 1. Determine number of students of different racial and ethnic groups enrolled in high-quality NJ charter schools.	<ul style="list-style-type: none"> <li>• School data (students by race/ethnicity)</li> <li>• Individual student data (race/ethnicity)</li> </ul>	Descriptive statistical analyses of secondary data sources. Analyses to focus on changes over time and changes in comparison to similar students and schools.	Baseline report – 10/1/11
(July 1-Sept 30, 2011) 2. Identify appropriate schools for comparison to high-quality NJ charter schools and determine number of students of different racial and ethnic groups enrolled.	(same as above)		

<b>Objective 2(CONT): To increase student diversity in high-quality NJ charter schools.</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(Annually, 2011-14) 3.Determine number of students of different racial and ethnic groups enrolled in high-quality NJ charter schools and in comparison group.	(same as above)		Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
<b>Objective 3: To increase achievement and graduation rates for low-income students, English language learners, and special education students in NJ charter schools</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(July 1-Sept 1, 2011) 1.Establish criteria and metrics for determining student achievement, including State achievement test scores.			
(July 1-Sept 30, 2011) 2.Determine pre-grant achievement and graduation rates for low-income students, English language learners, and special education students as of July 1, 2011 in New Jersey charter schools.	<ul style="list-style-type: none"> <li>• Individual student data for students in NJ charter schools, by charter school: <ul style="list-style-type: none"> <li>• free and reduced price lunch eligibility</li> <li>• English language learner classification</li> <li>• Special education classification</li> <li>• NJASK scores</li> <li>• HSPA scores</li> <li>• Other data identified in 3.1 above</li> </ul> </li> <li>• Graduation rates for NJ charter high schools: No. of students completing school in 4 years &amp; no. in the adjusted cohort (34 CFR 200.19(b)(1))</li> </ul>	Descriptive statistical analyses focusing on differences among key subgroups of interest.	Baseline report – 10/1/11

<b>Objective 3(CONT.): To increase achievement and graduation rates for low-income students, English language learners, and special education students in NJ charter schools</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(Annually, 2011-14) 3.Determine changes in achievement and graduation rates for low-income students, English language learners, and special education students in New Jersey charter schools.	<ul style="list-style-type: none"> <li>• The same data as above for students in NJ charter schools</li> <li>• The same data as above for students in an appropriate matched sample</li> </ul>	<ul style="list-style-type: none"> <li>• Statistical comparison of annual achievement and graduation rates of these students with: <ul style="list-style-type: none"> <li>• Those of 2011;</li> <li>• Those of an appropriate matched sample.</li> </ul> </li> </ul>	Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
<b>Objective 4: To increase accountability for charter schools</b>			
<b>Evaluation Activities</b>	<b>Data sources to be used and data to be collected</b>	<b>Methods/Anticipated analyses</b>	<b>Reports</b>
(July 1-Sept 1, 2011) 1.Identify elements of pre-grant accountability system for charter schools in New Jersey.	<ul style="list-style-type: none"> <li>• Interview Acting Director, NJDOE Office of Charter Schools</li> <li>• Interview other relevant NJDOE personnel</li> <li>• Documents related to pre-grant accountability system for NJ charter schools</li> </ul>	Qualitative analysis of data to identify elements of accountability system	Baseline report – 10/1/11
(Annually, 2011-14) 2.Document initiatives to increase accountability of charter schools in New Jersey.	<ul style="list-style-type: none"> <li>• Interview Acting Director, OCS</li> <li>• Interview relevant NACSA personnel</li> <li>• Interview relevant NJ Charter School Association personnel</li> <li>• Interview a sample of charter school principals and board members</li> <li>• Policies and other documents related to accountability for NJ charters schools</li> </ul>	Qualitative analysis of data to identify changes in accountability system for charter schools in New Jersey	Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14

**Objective 5: To disseminate best practices and increase community engagement in charter schools in New Jersey.**

Evaluation Activities	Data sources to be used and data to be collected	Methods/Anticipated analyses	Reports
(July 1-Sept 1, 2011) 1. Determine the NJDOE's criteria for identifying best practices in NJ charter schools.	<ul style="list-style-type: none"> <li>• Interview Acting Director, NJDOE Office of Charter Schools</li> <li>• Policies &amp; other documents related to criteria for identifying best practices in NJ charter schools</li> </ul>	Qualitative analysis of data to identify criteria for determining best practices	Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
(Annually, 2011-14) 2. Document the selection of best practices for dissemination.	Detailed descriptions of practices selected as best practices for dissemination	Review selected practices to determine how well they meet NJDOE criteria for best practices	
(Annually, 2011-14) 3. Document initiatives to disseminate best practices in charter schools to other LEAs in New Jersey.	<ul style="list-style-type: none"> <li>• Interview Acting Director, NJDOE Office of Charter Schools</li> <li>• Interview School Development Coordinator, NJDOE Office of Charter Schools</li> <li>• Documents related to dissemination initiatives</li> </ul>	Qualitative and descriptive statistical analysis of data to identify dissemination processes and adoption of disseminated best practices by other schools	
(Annually, 2011-14) 4. Determine which disseminated best practices are adopted by other schools.	<ul style="list-style-type: none"> <li>• Interview relevant personnel from the NJ Charter School Association</li> <li>• Interview a sample of charter school principals &amp; board members</li> <li>• Survey principals of LEAs that were the target of dissemination initiatives</li> </ul>		

**Objective 5(CONT.): To disseminate best practices and increase community engagement in charter schools in New Jersey.**

Evaluation Activities	Data sources to be used and data to be collected	Anticipated analyses	Reports
(Annually, 2011-14) 5.Document activities of the Community and Family Relations office, NJDOE Office of Charter Schools.	<ul style="list-style-type: none"> <li>• Interview Acting Director, NJDOE Office of Charter Schools</li> <li>• Interview Director, Community and Family Relations, NJDOE Office of Charter Schools</li> <li>• Documents related to activities of Community &amp; Family Relations Office</li> </ul>	Qualitative analysis of activities to increase community engagement	
(Annually, 2011-14) 6.Document number of participants and their assessment of the success of technical assistance workshops by the NJDOE Office of Charter Schools.	Surveys of participants in technical assistance workshops by the NJDOE Office of Charter Schools	Qualitative and descriptive statistical analysis of survey data	(cont. Obj. 5) Annual Reports – 9/1/12, 9/1/13
(Annually, 2011-14) 7.Document number of participants and their assessment of the success of the NJ Charter Association’s Annual Conference.	Survey of attendees of the NJ Charter Association’s Annual Conference	Qualitative and descriptive statistical analysis of survey data	Final Report 5/1/14

**Objective 6: To implement the CSP grant as planned.**

Evaluation Activities	Data sources to be used and data to be collected	Anticipated analyses	Reports
1.Document the process through which charter schools in NJ are informed about Federal funds the school is eligible to receive and Federal programs in which the school may participate.	<ul style="list-style-type: none"> <li>• Interview Acting Director, NJDOE Office of Charter Schools</li> <li>• Interview the School Development Coordinator, NJDOE Office of Charter Schools</li> </ul>	Qualitative analysis of primary data to determine whether and in what ways implementation activities are consistent with project plans and criteria for individual activities.	Annual Reports – 9/1/12, 9/1/13  Final Report 5/1/14
2.Document the process through which the NJDOE ensures that each charter school in NJ receives the school’s commensurate share of Federal education funds.	<ul style="list-style-type: none"> <li>• Interview Director of the Community and Family Relations office, NJDOE Office of Charter Schools</li> <li>• Interview relevant personnel from the NJ Charter School Association</li> </ul>		
3.Document the process through which charter schools are determined to meet the criteria for high-quality charter schools.	<ul style="list-style-type: none"> <li>• Interview a sample of charter school principals and board members</li> </ul>		
4.Document the process through which new charter school applications are reviewed and evaluated.	<ul style="list-style-type: none"> <li>• Survey principals of LEAs that were the target of dissemination initiatives</li> </ul>		
5.Document the process through which all other grant activities are carried out.	<ul style="list-style-type: none"> <li>• Documents related to all aspects of program implementation</li> </ul>		
6.Determine whether benchmarks/goals for Objectives 1-5 above are being met.	Data collected for Objectives 1-5	Comparison of outcomes for project activities in Objectives 1-5 with benchmarks established in Year 1.	

# Project Narrative

## Other Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1238-Carly\_Bolger\_resume.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1239-Smarick Resume 3-11.pdf**

### Attachment 3:

Title: Pages: Uploaded File: **1240-Bulkley MSU CV 11-10.pdf**

### Attachment 4:

Title: Pages: Uploaded File: **1241-Carolan MSU CV 3\_11.pdf**

### Attachment 5:

Title: Pages: Uploaded File: **1242-Description of External Evaluator.pdf**

### Attachment 6:

Title: Pages: Uploaded File: **1243-3-14-11 DOE Grant Proposal Support Letter from TCNJ.pdf**

### Attachment 7:

Title: Pages: Uploaded File: **1244-Chamber Support Letter for NJDOE grant.pdf**

### Attachment 8:

Title: Pages: Uploaded File: **1245-DFER letter of support for 2011 federal charter grantpdf.pdf**

### Attachment 9:

Title: Pages: Uploaded File: **1246-DOE Charter Grant letter from E3.pdf**

### Attachment 10:

Title: Pages: Uploaded File: **1247-Federal Charter Support Letter from NJCCC.pdf**

### Attachment 11:

Title: Pages: Uploaded File: **1248-kean support letter for charter grant 3-11.pdf**

### Attachment 12:

Title: Pages: Uploaded File: **1249-Ltr of Intent from MSU for NJDOE CSP.pdf**

### Attachment 13:

Title: Pages: Uploaded File: **1250-MSU Letter of Support for CSP grant.pdf**

### Attachment 14:

Title: Pages: Uploaded File: **1251-NJBIA Charter School Grant Letter of support.pdf**

Attachment 15:

Title: Pages: Uploaded File: **1252-NJCSA\_Letter\_of\_Support\_CSP.pdf**

Attachment 16:

Title: Pages: Uploaded File: **1253-NJCU letter for NJDOE CSP grant.pdf**

Attachment 17:

Title: Pages: Uploaded File: **1254-READS Support Letter for the NJDOE CSP grant.pdf**

Attachment 18:

Title: Pages: Uploaded File: **1255-RowanNJDOEGrantSupportLetter 3-14-11.pdf**

Attachment 19:

Title: Pages: Uploaded File: **1256-Stockton Charter School Grant Endorsement 3-16-11.pdf**

Attachment 20:

Title: Pages: Uploaded File: **1257-OCS staffing.pdf**



**Center for Research and Evaluation on Education and Human Services  
at Montclair State University  
(CREEHS)**

**Overview**

The **Center for Research and Evaluation on Education and Human Services (CREEHS)** at Montclair State University conducts research and evaluation designed to inform and improve practices in educational institutions, health-related agencies, community organizations, and human services agencies.

The Center performs or assists with multiple types of assessment, evaluation, and research, using various research methodologies to provide useful answers to questions about processes, contexts, and outcomes. The Center also provides training and technical assistance to help organizations and programs build their capacity to interpret and use evaluation results and other types of data to improve their services and outcomes.

**Mission and Goals**

The mission of the Center is to conduct high quality multi-disciplinary and multi-method research and evaluation studies, to produce useable knowledge in education and human services fields, and to contribute to public policy that addresses the most pressing issues in education and human services. The Center's goals are to:

1. Conduct research and evaluation studies that contribute to the creation of high-quality educational experiences and high academic achievement for public school students of all social, cultural, and economic backgrounds—giving special attention to students in New Jersey public schools.
2. Conduct program evaluations to determine whether programs in education, health, human services, and community services are implemented as intended, whether they are achieving their goals, and how they can be improved.
3. Conduct research on the preparation of teachers and other educators that draws on the expertise and national reputation of Montclair State University's educator preparation programs and contribute to enhancing the quality of educators in public schools.
4. Conduct research on families within diverse sociocultural contexts.
5. Maintain a clearinghouse that provides access to high-quality publications and reports that can help professionals in education and human services make informed decisions about the effectiveness of specific programs, models, interventions, and approaches.

6. Produce and disseminate reports of Center studies that are accessible, informative, and useful to educators, medical personnel, human service providers, and policy makers in New Jersey and beyond.
7. Produce reports and publications that make important scholarly contributions.
8. Impact policy at local, state, and national levels.
9. Work collaboratively with state and local education agencies, medical and health organizations, community organizations, and human services agencies to identify and carry out needed research, evaluation, and policy studies, and to apply the findings of those studies.
10. Work with educators in schools and school districts to build their capacity to conduct research on their own settings and to use research findings and other types of evidence to support student learning.

### **Activities and Services**

The Center's activities and services include the following.

#### Research and evaluation:

- Design and implementation of comprehensive program evaluation
- Design and implementation of rigorous, well-designed quantitative and qualitative research
- Consultation and collaboration on research and evaluation
- Design and implementation of research instruments (surveys, in-person and phone interviews, focus groups, observation protocols)

#### Technical assistance and professional development:

- Assistance in analyzing and interpreting results of research and evaluation studies
- Assistance in framing and articulating questions for research and evaluation
- Professional development related to understanding and using data for improving practice and making programmatic decisions
- Needs assessments

#### Dissemination:

- Online forums to promote ongoing discussions among professionals in education and human services professions
- A clearinghouse that provides access to (1) published research on issues of relevance to education and human services professions, and (2) evaluation reports of existing programs, models, and interventions to help professionals in education and human services make informed decisions about their effectiveness
- Preparation of special reports and reviews of published literature on special topics



# The College of New Jersey

Office of the President

PO Box 7718  
Ewing, NJ 08628-0718

F ) 609.771.2101  
F ) 609.637.5151  
W ) www.tcnj.edu

March 14, 2011

## Letter in Support of the New Jersey Department of Education's Grant Proposal: 2011 Federal Charter School Program

On behalf of The College of New Jersey, I write in support of the NJ Department of Education's (NJDOE) Grant Proposal to the 2011 Federal Charter School Program. We believe this grant will strengthen New Jersey's ability to champion high-quality charter schools, thus supporting the College's mission of serving the people and the State of New Jersey.

The College supports the goals of the \$15 million grant request to 1) support new charter schools during their first years; 2) expand proven and high-quality charter schools; and 3) share best, most successful practices of charter schools with public schools.

While charter schools will not solve all the challenges facing public education, they can provide a source of innovation. There are numerous examples of charter schools that afford young people a superior educational opportunity. In recent months, the NJDOE has indicated a willingness to share the responsibilities for oversight of charter schools with colleges and universities. The College of New Jersey views this as an extraordinary opportunity to learn how to improve the state's response to the needs of the children in our state. In this context, we believe that the NJDOE is well-poised to be a leader in positive change in this arena.

New Jersey has already seen the establishment of important, high-performing charter schools – last year alone, 29 new schools received authorization. The best of NJ's charter schools are improving the retention and graduation rates of students, including those from low-income areas, who are then prepared for either higher education or the workforce. We are, thus, enthusiastic about the prospects for continuous improvement in our state, and believe charter schools can play a vital role in this development and in overall education reform.

Sincerely,

R. Barbara Gitenstein  
President



March 16, 2010

Christopher Cerf  
Acting Commissioner  
New Jersey Department of Education  
100 River View Plaza  
P.O. Box 500  
Trenton, NJ 08625-0500

Acting Commissioner Cerf:

We are pleased to provide you with this letter of support for your proposal to the 2011 Federal Charter School Program (CSP) Grant. The business community fully agrees that the number of charter schools in the state should be expanded, that each should receive more support, and that promising practices that succeed in charter schools should be transferred to the operations of traditional schools.

We know that New Jersey has a number of charter schools that are producing remarkably better student outcomes in some of our most challenging environments, thus preparing our youth for college and for the workplace. These schools are producing improved results across the spectrum of student characteristics: minority, low income, limited English proficient, and special needs students. And we look forward to seeing equally impressive performance from the 29 additional charter schools established within the first few months of Governor Christie's administration.

As a business community, we especially note that these improvements are being made by teachers and school leaders without additional tax dollars, increasing efficiency and return on investment.

We wish you luck with this proposal and look forward to supporting you in this, and the many other reform efforts you are putting in place.

Sincerely,

Dana Elizabeth Egreczky  
Senior Vice President, Workforce Development  
President  
New Jersey Chamber of Commerce Foundation

# DEMOCRATS *for* EDUCATION REFORM

March 16, 2011

To Whom It May Concern:

I am writing this letter to express Democrats for Education Reform's (DFER) support of the New Jersey Department of Education's (NJDOE) application for the 2011 Federal Charter School Program Grant.

DFER's work in New Jersey is dedicated to advocating for and driving comprehensive education reform at the local and state levels. We believe high-performing public charter schools are an essential component of the state's education reform agenda as they offer parents strong alternatives when the traditional district schools do not meet their children's needs, notably within our urban centers. Recent research has shown that New Jersey's charters demonstrable out-perform their district peers with higher graduation rates and increased student achievement for all children, including low-income and special needs students. Particularly in the city of Newark, New Jersey's largest city, charters prove every day that demography is not destiny and students in great schools can not only achieve, but truly excel.

The NJDOE is seeking \$15 million in funds to support three critical areas of need for New Jersey charters: 1) support of new charters throughout their start-up years, 2) expansion of high-performing charters, and 3) dissemination of charter best practices to district schools. DFER believes each of these goals is both laudable and valuable for the state's children.

Right now, New Jersey's new charters struggle with the onerous processes of finding and financing facilities, meeting regulatory requirements for approval and opening, recruiting students and staff, and launching their sites in a robust manner that will ensure strong student achievement. Funds to support their first few years of operation will greatly increase their chances of success. Also right now, New Jersey benefits from many high-performing charters that close the achievement gap and prove what's possible. We must expand these excellent public schools and serve the needs of the thousands of children on their waitlists. And finally, too many of our district schools are struggling. Best practices from successful charters, oftentimes located across the street from the struggling district schools, would greatly benefit all students and teachers as well as promote the overall education system.

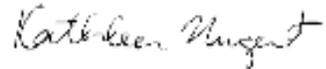
The NJDOE recently reorganized its charter school office, enhancing the office's effectiveness and shoring up its strength as an authorizer. With 29 new charters approved last year, this reorganization is crucial to the new schools' success and the continued monitoring of the state's entire charter sector. DFER believes approval of this \$15 million grant request would bolster the state's charter sector and overall education system. Under new leadership with acting Commissioner Chris Cerf and several new staff due to both the recent change in Administration and new hires, the NJDOE's charter office offers strong return on investment from this federal grant.

# DEMOCRATS *for* EDUCATION REFORM

Please feel free to reach out to me with any questions or for more information. I can be contacted at [kathleen@dfer.org](mailto:kathleen@dfer.org).

Thank you for your consideration. I hope you New Jersey will among the final grant recipients.

Sincerely,

A handwritten signature in cursive script that reads "Kathleen Nugent".

Kathleen Nugent  
New Jersey State Director



## Excellent Education for Everyone

45 Academy Street, Suite 501  
Newark, New Jersey 07102-2900  
Phone: 973.273.7217 Fax: 973.273.7222  
Website: [www.NJE3.org](http://www.NJE3.org)  
*Offices in Camden*

03.11.11

To Whom It May Concern:

I write in support of the State Department of Education's grant request to expand charter school capacity in New Jersey. We at E3 are pleased to write this endorsement of both the Christie Administration's education reform agenda and what we feel is a welcome turn toward reform in the Department's DNA. Indeed, there are many thousands of children in New Jersey who need better opportunities and charter schools are a critical vehicle to providing those opportunities.

The need for these federal funds is urgent. The Department approved a record number of schools this year (23) and, as we know, the process of starting a new school is as difficult—perhaps more so—than running one. These schools, with the Department's assistance, will represent not just seats, but quality seats, in a wide range of schools that represent a diverse array of operators.

And these schools, along with our high-performing urban and suburban charter schools, offer our traditional district schools an opportunity to watch and learn. Though charter schools are more than laboratories for innovation in public education, that they are brewing success for a diverse universe of children means we should share the recipe.

I hope you are able to look kindly upon New Jersey's application for these funds.

Sincerely,

A handwritten signature in black ink, appearing to read 'Derrell Bradford'.

Derrell Bradford  
Executive Director  
E3



MR. RONALD D. WINTHERS – Chairman  
DR. LAWRENCE A. NESPOLI – President

March 11, 2011

The Honorable Chris Cerf  
Acting Commissioner  
New Jersey Department of Education  
100 Riverview Plaza  
P.O. Box 500  
Trenton, NJ 08625

Dear Commissioner Cerf:

We are writing on behalf of the New Jersey Council of County Colleges, the state association for New Jersey's 19 community colleges, to express our support for New Jersey's 2011 Federal Charter School Program Grant.

New Jersey has some high-quality charter schools that prepare students for higher education and the workforce. Some New Jersey charter schools are increasing graduation rates and achievement for limited English proficiency students, low-income students and special education students. Recently, 29 new charter schools were approved throughout the state in the 2010 approval cycle. These charter schools will offer new educational opportunities to students.

We hope that New Jersey's 2011 Federal Charter School Program Grant is successfully funded. This Grant will build on New Jersey's prior charter school successes and further expand educational opportunities for students throughout the state.

Sincerely,

Mr. Ronald D. Winthers  
Chairman

Dr. Lawrence A. Nespoli  
President



March 11, 2011

Mr. Christopher Emigholz  
Director of the Office of Legislative Affairs  
100 Riverview Plaza  
P.O. Box 500  
Trenton, NJ 08625

Dear Mr. Emigholz:

Kean University's College of Education supports the New Jersey Department of Education's application for a 2011 Federal Charter School Program Grant. The funds received from this grant would help the NJDOE to fund new charter schools in their first three years of existence, providing both the time and money necessary to design and establish a solid charter school operation. The grant funds would also be helpful in expanding those high-quality charter schools currently operating in the state. Finally, such a grant would foster the dissemination of charter school best practices to traditional public schools and create opportunities for engaging the faculty in Colleges of Education like Kean in these important conversations about best practice. At present, there are several high-quality charter schools operating in New Jersey that are increasing student performance above the levels of the local school districts where they are housed and the state average overall, effectively increasing graduation rates and achievement levels for low-income and limited English proficient students.

Kean University looks forward to collaborating with the NJDOE in fostering the goals of this grant funded project.

Sincerely,

***Susan Polirstok***

SUSAN POLIRSTOK, Ed.D.  
Dean

Office of the Dean - College of Education

---

Kean University · 1000 Morris Avenue, Union, New Jersey 07083-0411 · 908-737-3750 · Fax 908-737-3760 · [www.kean.edu](http://www.kean.edu)



College of Education and Human Services  
Office of the Dean  
Voice: 973-655-5167  
Fax: 973-655-7638

March 16, 2011

Mr. Chris Cerf  
Acting Commissioner  
New Jersey Department of Education  
100 River View Plaza  
P.O. Box 500  
Trenton, NJ 08625

Dear Commissioner Cerf,

On behalf of the Center for Research and Evaluation on Education and Human Services (CREEHS) at Montclair State University (MSU), I am writing to affirm our intention to conduct the evaluation for the 2011 Federal Charter Schools Program (CSP) Grant Application by the New Jersey Department of Education (NJDOE). The evaluation is designed to (a) establish pre-grant (baseline) data on the context for charter schools in NJ, which will be used to develop measurable program benchmarks; (b) annually collect and report quantitative and qualitative data on objective performance measures, which the NJDOE will use to monitor progress toward program goals and make needed adjustments; and (c) produce a final (summative) report showing progress toward intended outcomes over the three-year grant period. The enclosed proposal will be finalized in a formal Memorandum of Understanding (MOU) with the NJDOE.

CREEHS is a recently instituted Center in the College of Education and Human Services at Montclair State University devoted to conducting high-quality multi-method research and evaluation studies, producing useable knowledge in education and human services fields, and contributing to public policy that addresses the most pressing issues in education and human services. The evaluation team will bring considerable expertise in evaluation and charter schools to the evaluation design and implementation. The CREEHS Director and the evaluation team will work with the NJDOE to ensure the accessibility of relevant existing data for the evaluation and the efficient reporting of useable evaluation findings to the NJDOE by the evaluators.

We are confident that the NJDOE's 2011 Charter School Program initiative will offer much-needed information and support for educators, parents, and community members in New Jersey. The findings from the evaluation component will provide evidence regarding best practices in NJ charter schools, document the process for sharing those practices with educators and community members, and show the extent to which the initiative has accomplished its intended outcomes.

Sincerely,

A handwritten signature in black ink that reads "Ada Beth Cutler".

Ada Beth Cutler  
Dean, College of Education and Human Services

There was a problem with converting this attachment to PDF.

The PDF service could not convert the attachment within the specified time limit.

March 17, 2011

To Whom It May Concern:

I am writing this letter to express the New Jersey Business and Industry Association's (NJBIA) strong support of the New Jersey Department of Education's application for the 2011 Federal Charter School Program Grant. The requested amount of grant funds are necessary for the state to be able to carry out the following significant aims of Governor Chris Christie's reform proposals for education in New Jersey, specifically the state's charter schools: (1) assisting new charter schools in their initial three-years of operation with funds; (2) expanding high-quality charter schools; and (3) disseminating charter school best practices to traditional public schools.

NJBIA has traditionally supported measures aimed at providing students and parents alike with educational choice, recognizing that each child is different in terms of learning style and the environment needed for successful academic performance. Additionally, as a substantial investor in the state's education system by virtue of paying approximately 40 percent of the property tax burden in the state, the business community has a strong interest in ensuring that it receives an adequate return on that investment in the form of a well-trained future workforce and efficient use of state funds. Charter schools do just that by: better preparing students for higher education and employment; increasing academic standards and achievement rates; and successfully operating on leaner budgets than many traditional public schools in the state.

This is precisely why NJBIA has and will continue to strongly support Governor Christie's education reform proposals. Much of this reform agenda includes proposals geared towards enhancing existing charter schools and improving or removing the statutory and regulatory hurdles standing in the way of robust charter school growth and expansion in New Jersey. Additionally, we are very pleased with the administration's approval of 29 new charter schools in the 2010 approval cycle. These reforms and developments underscore the importance of the requested Federal Charter School Program Grant funds.

Thank you for your time and consideration.

Sincerely,

Jaime Reichardt, Esq.  
Director of Taxation and Workforce Development,  
New Jersey Business and Industry Association



NEW JERSEY  
CHARTER SCHOOLS  
ASSOCIATION

March 15, 2011

**Board of Trustees**

*Chair*

Carlos Lejnieks  
Big Brothers Big Sisters of Essex,  
Hudson and Union Counties

*Vice Chair*

Karen Thomas  
Marion P. Thomas Charter School

*Treasurer*

Brian Keenan  
Real Estate Advisory and Development  
Services

*Secretary*

Ryan Hill  
TEAM Academy Charter School

*Advocacy Chair*

Shelley Skinner  
Learning Community Charter School

*Members Council Chair*

Meredith Pennotti  
Red Bank Charter School

*Trustees*

David C. Apy, Esq.  
Saul Ewing, LLP

Mashea M. Ashton  
Newark Charter School Fund

Sharon Brennan  
Robert Treat Academy Charter School

Pres. Dawood Farahi  
Kean University

Wanda Garcia  
Rutgers-Camden Center for Strategic  
Urban Community Leadership

Chanda Gibson  
Goldman, Sachs & Co.

Timothy White  
MWW Group

Ken H. Zimmerman, Esq.  
Lowenstein Sandler PC

I am writing on behalf of the New Jersey Charter Schools Association and its member schools to support the New Jersey Department of Education's application for the 2011 Public Charter School Program grant.

Our Association is committed to an ongoing partnership with the NJDOE to support the development of high quality charter schools and to ensure that qualified founders and schools are aware of the extraordinary opportunity these grants provide. We believe that the State's effort to improve access to startup funding, while simultaneously increasing the rigor of the authorization/renewal process, will result in stronger schools that better serve New Jersey's children. We are encouraged by the NJDOE's ongoing efforts to invest charter schools with both more autonomy and more accountability.

Charter schools have served students in New Jersey for more than 13 years. Although over 22,000 students currently attend charter schools in the state, many thousands more languish on waiting lists. There is an enormous demand throughout the state for quality public education options, and many more quality public schools are needed, especially in New Jersey's urban communities. Charter schools have proven themselves a viable and highly efficient way to meet this need, achieving extraordinary results at a lower overall cost.

New Jersey's charter schools serve a disproportionate number of poor and minority students, often producing results that narrow or eliminate the achievement gap. At the same time, we see charter schools attracting economically diverse student populations, often enticing middle class urban families back into the public system. This healthy trend increases overall community engagement across traditional social barriers.

We are heartened by the remarkable gains in student proficiency and graduation rates that we see at many charter schools. With 29 charter schools—an unprecedented number—approved in the 2010 approval cycle, we know that both our State and our charter school founders are committed to doing everything possible to deliver on the promise of the Charter School Movement. Your support of the NJDOE's 2011 CSP application will provide the critical investment needed to help us make quality public education a reality for all New Jersey children.

Sincerely,

Carlos Perez  
Chief Executive Officer

349 WEST STATE STREET, 4<sup>TH</sup> FLOOR ❖ TRENTON, NJ 08618  
609-989-9700 ❖ FAX 609-989-9745 ❖ WWW.NJCHARTERS.ORG



2039 Kennedy Boulevard  
Jersey City, New Jersey 07305-1597

Office of the President  
201-200-3111

March 15, 2011

Christopher Emigholz, Director of the Office of Legislative Affairs  
New Jersey Department of Education  
100 Riverview Plaza  
P.O. Box 500  
Trenton, NJ 08625

Dear Mr. Emigholz:

I am writing on behalf of New Jersey City University to express our support for New Jersey's proposal for the 2011 Federal Charter School Program (CSP) Grant. The University has a long history of supporting urban education, including collaborating in the development and implementation of charter schools.

One of the issues that can negatively impact the success of charter schools is the struggle to be fiscally sound. The New Jersey CSP grant proposal addresses this issue by requesting funding for three purposes: (1) to fund new charter schools in their first 3 years of existence; (2) to fund the expansion of high-quality charter schools; and (3) to fund the dissemination of charter school best practices to traditional public schools.

It is our hope that a 2011 Federal Charter School Program award will be used to further New Jersey's Education Reform Plan by providing support for promising charter schools and for the proliferation of best practices associated with academic success.

Sincerely yours,

A handwritten signature in blue ink that reads "Carlos Hernández".

Carlos Hernández, Ph.D.  
President



March 16, 2011

Secretary Arne Duncan  
U.S. Department of Education  
400 Maryland Avenue, SW, 7E-247  
Washington, DC 20202.

Dear Secretary Duncan:

Our organization, READS (Real Estate Advisory & Development Services) is pleased to submit this letter of endorsement on behalf of the New Jersey Department of Education (NJDOE) and their application for support from the 2011 CSP grant. As the third largest nonprofit developer of charter school facilities in the nation, we are excited by the support that the current Administration is showing for charter schools.

With the approval of 29 new charter schools during the 2010 approvals process, there is a great deal of high-level support for charter schools. This is great news for organizations like ours that have been helping to transform public education by fostering the creation and expansion of high-quality charter schools.

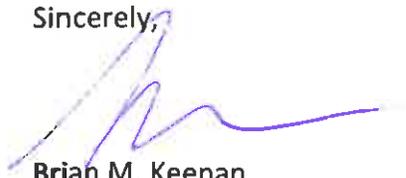
For our part, READS has a long-standing tradition of working with the NJDOE to support and strengthen New Jersey's charter schools and to provide families with greater choice in public education. As a nonprofit charter school facilities organization, READS has worked with 16 different charter schools across the state to secure and develop over \$100,000,000 of assets in communities across the state. With a database of over 3,000 contacts, periodic newsletters, a website, and our community blog, we would be happy to highlight any new resources or programs made available through the CSP grant.

Given that our organization focuses on assisting charter schools with their facility issues, we hope our work will free up additional time for schools to increase graduation rates and achievement for LEP, low-income and special education students and to focus on being more efficient and serving increasingly diverse student populations.

Based upon our first-hand experience, we firmly believe that this grant will help the NJDOE and the many charter schools in their first three years of existence. For start-up schools in these early years, support is critical, and this program is vital to funding the expansion of high-quality charter schools in New Jersey.

As a partner with the State of New Jersey on improving our public schools, we sincerely hope the Department of Education will strongly consider the NJDOE for this grant.

Sincerely,



**Brian M. Keenan**  
Director & President



**Keith A. Timko**  
Director & CEO

  
**Rowan  
University**  
**College of Liberal Arts and Sciences**

March 14, 2011

Christopher Emigholz  
Director of the Office of Legislative Affairs  
New Jersey Department of Education  
100 Riverview Plaza  
P.O. Box 500  
Trenton, NJ 08625

Dear Mr. Emigholz:

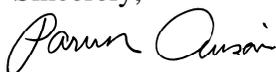
I am delighted to write in support of the application being put forth by the New Jersey Department of Education (NJDOE) for the 2011 Federal Charter School Program Grant. As I understand it, the NJDOE is requesting funding for new charter schools, expansion of current high-quality charter schools, and dissemination of charter school best practices to traditional public schools.

New Jersey has a national reputation for being at the forefront of cutting edge educational practices, and Governor Christie's encouragement of charter schools and their innovative practices continues that tradition. As the Dean of the College of Liberal Arts and Sciences at Rowan, I am acutely aware, as are my faculty, of the crucial importance of adequate high school preparation. Because charter schools are increasing graduation rates and achievement for many students, my College welcomes the opportunity to support this grant application.

The College of Liberal Arts and Sciences oversees an Institute whose director heads the Board of a charter school in Camden, and as Dean I have also worked collaboratively with my fellow Dean in the College of Education, who is a strong advocate of charter schools. Because of my familiarity with the philosophy and practices of high-quality charter schools, I am especially excited about the prospect that, with funding from this grant, the best practices of charter schools can be shared with traditional public schools. I can think of no better way to improve the efficiency of public education and thereby spend taxpayers' money as responsibly as possible.

In short, I give my full support to the NJDOE's application for the 2011 Federal Charter School Program Grant. Thank you for putting in the time and effort to submit this application on behalf of the students, faculty, employers, and taxpayers of New Jersey.

Sincerely,



Parviz Ansari, Ph.D.  
Dean, College of Liberal Arts and Sciences  
Rowan University  
856-256-4850  
[ansari@rowan.edu](mailto:ansari@rowan.edu)

School of Education

Ph: 609.652.4688

Fax: 609.626.5528



PO Box 195  
Jimmie Leeds Road  
Pomona NJ 08240  
[www.stockton.edu](http://www.stockton.edu)

THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

March 16, 2011

Christopher Emigholz  
Director of the Office of Legislative Affairs  
100 Riverview Plaza  
PO Box 500  
Trenton, NJ 08625

Dear Mr. Emigholz,

I welcome the opportunity to write in support of the New Jersey Department of Education (NJDOE) and its application for a 2011 Federal Charter School Program (CSP) Grant. This endorsement is based on our deep commitment to excellence in education, including alternative educational models that reflect creativity, ingenuity, responsiveness to community needs, and potential for high quality achievement. We believe that this grant application will serve New Jersey communities to further strengthen our educational delivery system.

We understand the purpose of this grant initiative for NJDOE is threefold:

- (1) To fund new charter schools in their first 3 years of existence,
- (2) To fund the expansion of high-quality charter schools, and
- (3) To fund the dissemination of charter school best practices to traditional public schools.

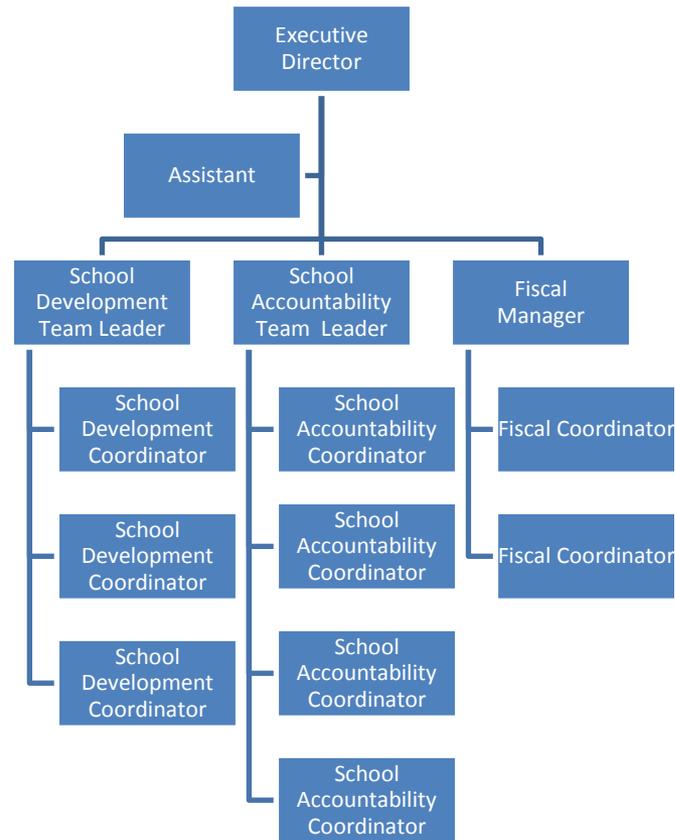
Stockton College and our School of Education have supported community initiatives related to educational excellence. Our curricular and co-curricular involvement with schools and educational agencies is primarily orchestrated through a consortium known as the Southern Regional Institute and Educational Technology Training Center (SRI&ETTC). Our work is well documented in both quality and scope of programs/services being provided to our P-12 membership. In fact, we are currently working with six southern NJ charter schools as members of our consortium. Through these and other programs including our Community Partnership program and our NJDOE funded Impact Grant project with Atlantic City Public Schools, we feel strongly that these same resources can assist New Jersey Charter Schools in addressing core learning components and outcomes. Improved graduation rates, and achievement for LEP students, low-income students, and special education students are just a few of the outcomes that can result from this grant funding.

We understand and applaud the high priority Governor Christie has placed on developing a stronger charter schools system for New Jersey and we welcome any opportunity to assist with this effort. We believe this investment of dollars will be an investment in the future of our New Jersey workforce and in our taxpayers best interests.

Sincerely,

Joseph J. Marchetti, Ph.D.  
Interim Dean and Professor

# NJ DOE Office of Charter Schools – Proposed Staffing Structure



# Budget Narrative

## Budget Narrative

### Attachment 1:

Title: Pages: Uploaded File: **1234-final CSP budget narrative.pdf**

### Attachment 2:

Title: Pages: Uploaded File: **1235-Indirect Cost Rate Agreement.pdf**

## Budget Narrative

Under Governor Christie, the State of New Jersey is excited to have a new charter school approach focused on growth, quality and accountability. The problems of failing to open enough new charter schools and spending the Federal Charter School (CSP) Program grant funds that New Jersey was allotted are in the past. The State struggled to open the 10 charter schools per year that it predicted in previous CSP grants, but New Jersey has dramatically changed its charter school approach. The State just approved 29 charter schools in the 2010 application cycle, it is already slated to open 22 in September of 2011 from some of those 29 2010 approvals and some 2009 approvals that took a planning year, and there are already at least nine expected to open in September of 2012 with many more to come. Opening enough schools and spending all the CSP funds will no longer be a problem for New Jersey. The funds will be put to good use and help make New Jersey a model for supporting high-quality charter schools.

As discussed at greater length in the grant application's project narrative, New Jersey is applying for \$14,473,684 from the Federal CSP Grant program to perform three core activities: 1) support the start-up of new charter schools; 2) support the expansion of high-quality charter schools; and 3) support the sharing of best practices between charter schools and all public schools.

Based on the New Jersey Department of Education's (NJDOE) experience and discussions with the charter school community, the Department plans to structure the \$12,350,000 in funding for the start-up subgrants as follows:

- Of the at least 15 to 20 charter schools opening per year over the next three years, the NJDOE plans to have a competitive subgrant process to award 10 planning grants of \$150,000 to each of the subgrant awardees. Funds may be used for: hiring a lead

person during the planning period, some minimal office supplies and equipment for the lead person, required board training, office space during the planning period if needed, and consulting costs, particularly in the area of curriculum development.

- During the first implementation period, subgrantees that were awarded funds for planning will continue the program and receive an award of \$175,000. Implementation funds may be used for curriculum materials, equipment and supplies.
- During the second implementation period, subgrantees that were awarded funds for planning and the first implementation period will see a continuation of the program receiving an award of \$100,000. Implementation funds may continue to be used for curriculum materials, equipment and supplies.
- In year one of the grant, six of the seven charter schools that opened in September of 2010 will receive an award of \$100,000 for their second implementation period. (Cadre 1) The seventh charter school in Cadre 1 already received Federal CSP funding on its own and is ineligible for any funds from this grant. Also in year one of the grant, the 22 charter schools that will have already opened in September 2011 without the support of a planning grant but are still eligible for funding under the first or second implementation period, could apply through the competitive subgrant process for one of the ten \$175,000 awards in their first implementation period. (Cadre 2) Last in year one of the grant, the schools opening in September 2012 could receive one of the ten \$150,000 competitive subgrants for planning. (Cadre 3)
- In year two of the grant, those same ten awardees that received the first implementation period funds in year one of the grant, will receive an award of \$100,000 for their second implementation period upon successful completion of the

first implementation project. (Cadre 2) The ten \$150,000 planning subgrantees from year one will receive ten \$175,000 second implementation period awards. (Cadre 3) And there will be ten new planning subgrants of \$150,000 distributed through the competitive subgrant process. (Cadre 4)

- In year three of the grant, those same subgrantees that received the \$150,000 planning subgrants in year one and the \$175,000 second implementation period in year two will receive \$100,000 second implementation period awards. (Cadre 3) The subgrantees that received planning awards in year two will be awarded first implementation awards of \$175,000 in year three. (Cadre 4) And finally, there will be a competitive subgrant process to award ten \$150,000 subgrants to ten new charter schools. Those schools that did not receive all three years of funding under the CSP grant will not be eligible for first implementation period or second implementation period awards unless another CSP grant is awarded in the future.

The NJDOE plans to structure the \$500,000 in funding for the dissemination subgrants as follows:

- After a competitive RFP process in the grant's second year, the NJDOE will award \$50,000 subgrants to five charter schools and \$50,000 in year three to those same five schools to continue their dissemination program.

Finally, the NJDOE plans to structure the \$900,000 in funding for the expansion subgrants as follows:

- After a competitive RFP process leading up to the grant's second year, the NJDOE will award three \$150,000 subgrants for the expansion of high-quality charter schools. Leading up to year three of the grant, there will be another competitive RFP

process to select another three high-quality charter schools for \$150,000 expansion subgrants.

The timing of all the charter school program subgrants will coincide with the federal award period. Planning grants will be awarded January 1 for applicants who applied for their charter in March, and on April 1 for applicants who applied in October. All planning grants will end August 31 of the same year, and after that two full years of implementation funding will be made available in two grant periods which will run from September 1 to August 31. With this earlier implementation grant start date, it is more likely that grantees can comply with federal guidance and purchase instructional supplies and equipment with implementation rather than planning funds. Also with this timing, it is likely that new charter schools will know that they are approved before they go through the competitive subgrant process and are awarded their start-up funding.

#### Cadre 1, Charter Schools Opened in September of 2010

(six awards of \$100,000 for their second full year of implementation in 2011 to all six schools below, not including Academy for Urban Leadership that is in this Cadre because it received its own Federal CSP funds)

1. Barack Obama Green
2. Hatikvah
3. HOLA
4. Newark Legacy
5. Renaissance
6. Visions Academy Charter HS

Cadre 2, Charter Schools Opening in September of 2011

(ten awards of \$175,000 for their first full year of implementation in 2011 out of the 22 eligible schools below, ten awards of \$100,000 to the same ten schools for their second full year of implementation in 2012)

1. Arete
2. Great Oaks
3. Martha Palmer Chaneyfield
4. New Day
5. People's Prep
6. Roseville
7. Vailsburg
8. Atlantic City Community
9. Atlantic Preparatory
10. Camden Communityt
11. Dr. Lena Edwards
12. Dr. Therman Evans
13. Global Visions
14. Kingdom
15. METS
16. Millville
17. Shalom
18. 100 Legacy

19. John P. Holland
20. Passaic Arts & Sciences
21. Thomas Edison Energy
22. Smart

Cadre 3, Charter Schools Opening in September of 2012

(ten awards of \$150,000 for planning in 2011 from the nine eligible schools below plus many more from the upcoming March 2011 and October 2011 charter application deadlines, ten awards of \$175,000 for those ten schools first full year of implementation in 2012, ten awards of \$100,000 for those ten schools second full year of implementation in 2013)

1. DREAM
2. Bright Horizon
3. Spirit
4. Willingboro
5. Forrest Hill
6. New Jersey Virtual
7. New Jersey Virtual Academy
8. Benjamin Banneker
9. Excellence

Cadre 4, Charter Schools Opening in September of 2013

(ten awards of \$150,000 for planning in 2012, and ten awards of \$175,000 to the same ten schools for their first full year of implementation in 2013)

Cadre 5, Charter Schools Opening in September of 2014

(ten awards of \$150,000 for planning in 2013)

Administrative Funds

The NJDOE proposes to use \$723,684 (5%) for administering the grant.

NJDOE Staff

A portion of the five percent of the grant that is available for administrative purposes will be used to fund the salary and benefits for one additional hire to support the external evaluation of the grant and the development and review of future subgrant applications. The salary was calculated for a NJDOE planning associate 2 at Range 26, Step 4. Benefits were calculated at 35.15% of salary.

Administrative funds will be used for Office of Charter Schools travel, including sending a staff member to the annual project directors' conference in Washington, DC and some in-state events to share charter school best practices with the wider education community.

**New Staff Member in Charter School Office:**

Year One	\$71,802
Year Two	\$73,956
Year Three	<u>\$76,175</u>
Total	\$221,933

**New Staff Member's Benefits:**

Year One	\$25,238
----------	----------

Year Two	\$25,996
Year Three	<u>\$26,776</u>
Total	\$78,009

Travel

\$1,000 for one person in each year of the grant for a total of \$3,000 was budgeted for the new staff person to attend the Annual Project Directors' Conference in Washington, DC.

Supplies

Office supply costs are estimated at \$650 per year. In addition to that, the new staff person will require a computer in his/her first year, and that is estimated at \$1,000 in year one of the grant.

Other:

Funds have been reserved for Montclair State University's external evaluation as described in Selection Criteria (vii). The evaluation is expected to cost \$60,000 in year one when baseline data is collected, \$105,408 in year two when further assessment is completed, and \$105,200 in year three when all assessments are complete and a report is produced. This will cost a total of \$270,608. A letter of intent from Montclair State University to partner with the NJDOE for this assessment is attached to this grant application.

The Office of Charter Schools reimburses the Office of Grants Management (OGM) for its services at a rate based on numbers of applications received and grant agreements created. OGM will coordinate the competitive subgrant process, and basically manage the Federal CSP grant program. Based on past experience, the estimate for this cost is \$35,000 in year one, \$36,050 in year two and \$37,130 in year three. The Office of Charter Schools also pays a

telephone and technology rate and other direct charges per full-time equivalent (FTE), and the three-year total is expected to be \$19,181.

Indirect Costs:

There is currently a 3.5% per indirect cost rate agreement with USDE that expires on June 30, 2011. Given that this grant will probably be awarded after that expiration, the NJDOE plans to have a new agreement for 3.9% in place by July 1, 2011 and has budgeted accordingly for a total of \$19,822.

Non-Federal Funds

The NJDOE expects to spend at least \$4,054,154 over the next three years on the operations and staff of its Office of Charter Schools. The office has been re-organized as discussed in the project narrative, but the baseline spending for the new office would be between \$1.3 and \$1.4 million per year for a three-year total of approximately \$4 million. Staff may be added to the office increasing that amount.

	Year 1	Year 2	Year 3	Total
Personnel	958,250	986,998	1,016,607	2,961,855
Fringe	335,388	345,449	355,812	1,036,649
Travel	5,000	5,150	5,300	15,450
Supplies	13,000	13,400	13,800	40,200
Totals	1,311,638	1,350,997	1391,519	4,054,154

# COPY

## INDIRECT COST RATE AGREEMENT STATE EDUCATION AGENCY

### ORGANIZATION:

New Jersey Department of Education  
100 River View Plaza  
Trenton, New Jersey 08625

AGREEMENT NO. 2007-260

FILING REFERENCE: This replaces  
previous Agreement No. 2001-081A  
dated July 3, 2006

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The U.S. Department of Education negotiated the rates pursuant to the authority cited in Attachment A of OMB Circular A-87.

This Agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and Section IV - Approvals.

### Section I - Rate(s) and Base(s)

TYPE	<u>Effective Period</u>		Rate	<u>Coverage</u>	
	<u>From</u>	<u>To</u>		<u>Location</u>	<u>Applicability</u>
Predetermined	07-01-01	06-30-06	3.1%	All	All Programs
Predetermined	07-01-06	06-30-11	3.5%	All	All Programs

Base: Total Direct Costs Less Equipment Purchases; Flow-through Funds; Alterations and Renovations; and the Portion of Individual Subcontracts Exceeding \$25,000.

Treatment of Fringe Benefits: Generally, the Organization treats fringe benefits applicable to direct salaries and wages as direct costs. In accordance with OMB Circular A-87, Attachment B (8)(d)(3), it does not charge payments to separating employees for unused leave as direct costs on federal awards, with the exception of the fringe benefits that are included in the pool (numerator) for its statewide fringe benefit rate.

Capitalization Policy: Any item falling into Equipment Category is so classified. Minimum acquisition cost is \$5,000. Items under \$5,000 are charged as Supplies.

---

Section II - Particulars

---

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the New Jersey Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed to herein is predicated on the conditions: (A) that no costs other than those incurred by the State Education Agency were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the State Education Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the agency, and which was used as a basis for acceptance of rates agreed to herein are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or Predetermined rates contained in this Agreement are based on the accounting system in effect at the time the Agreement was negotiated. When changes to the method of accounting for costs affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to, changing a particular type of cost from an indirect to a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the Agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments that affect this cost allocation plan will be compensated for during the rate approval process of a subsequent year.

COBY  
COPY

ORGANIZATION: NEW JERSEY DEPARTMENT OF EDUCATION

Section III - Special Remarks

1. Questions regarding this Agreement should be directed to the Negotiator.
2. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
3. Federal programs currently reimbursing indirect costs to the State Education Agency by means other than the rate(s) cited in this Agreement should be credited for such costs. The applicable rate cited herein should be applied to the appropriate base to identify the proper amount of indirect costs allocable to the program(s).

Section IV - Approvals

For the State Education Agency:

New Jersey Department of Education  
100 River View Plaza  
Trenton, New Jersey 08625

  
Signature

ROBERT K. GOERTZ  
Name

DIRECTOR, BUDGET + ACCOUNTING  
Title

5 July 2008  
Date

For the Federal Government:

U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4450

  
Signature

Richard T. Mueller  
Name

Director, Indirect Cost Group  
Title

JUL - 2 2008  
Date

Richard T. Mueller  
Negotiator

(202) 377-3840  
Telephone Number