

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**



**APPLICATION FOR GRANTS**  
**UNDER THE**

**Charter Schools Program (CSP): Grants for State Educational Agencies (SEAs)**

**CFDA # 84.282A**

**PR/Award # U282A150018**

**Grants.gov Tracking#: GRANT11963027**

OMB No. 1894-006, Expiration Date: 11/30/2017

Closing Date: Jul 16, 2015

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

<b>Form</b>	<b>Page</b>
<b>1. Application for Federal Assistance SF-424</b>	e3
<b>2. Assurances Non-Construction Programs (SF 424B)</b>	e6
<b>3. Disclosure Of Lobbying Activities (SF-LLL)</b>	e8
<b>4. ED GEPA427 Form</b>	e9
<i>Attachment - 1 (1235-CO - 2015 CSP SEA - 427 GEPA)</i>	e10
<b>5. Grants.gov Lobbying Form</b>	e11
<b>6. ED Abstract Narrative Form</b>	e12
<i>Attachment - 1 (1234-CO - 2015 CSP SEA - Abstract)</i>	e13
<b>7. Project Narrative Form</b>	e14
<i>Attachment - 1 (1241-CO - 2015 CSP SEA - Project Narrative FINAL)</i>	e15
<b>8. Other Narrative Form</b>	e16
<i>Attachment - 1 (1237-CO - 2015 CSP SEA - Appendix A Charter School Program Assurances)</i>	e17
<i>Attachment - 2 (1238-2015 CO CSP SEA - Appendix B - Resumes)</i>	e18
<i>Attachment - 3 (1239-2015 CO CSP SEA - Appendix C - Letters of Support)</i>	e19
<i>Attachment - 4 (1240-CO - 2015 CSP SEA - Appendices E.1-9)</i>	e20
<b>9. Budget Narrative Form</b>	e21
<i>Attachment - 1 (1236-CO - 2015 CSP SEA - Budget Narrative)</i>	e22
<b>10. Form ED_SF424_Supplement_1_3-V1.3.pdf</b>	e23
<b>11. Form ED_524_Budget_1_2-V1.2.pdf</b>	e24

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.).

There were problems converting one or more of the attachments. These are: 1238-2015 CO CSP SEA - Appendix B - Resumes.pdf, 1239-2015 CO CSP SEA - Appendix C - Letters of Support.pdf, 1240-CO - 2015 CSP SEA - Appendices E.1-9.pdf, 1237-CO - 2015 CSP SEA - Appendix A Charter School Program Assurances.pdf, 1241-CO - 2015 CSP SEA - Project Narrative FINAL.pdf, 1234-CO - 2015 CSP SEA - Abstract.pdf, 1235-CO - 2015 CSP SEA - 427 GEPA.pdf, 1236-CO - 2015 CSP SEA - Budget Narrative.pdf

**Application for Federal Assistance SF-424**

* 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"/>
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* 3. Date Received: <input type="text" value="07/16/2015"/>	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="840644739"/>	* c. Organizational DUNS: <input type="text" value="1874065380000"/>
---	---

**d. Address:**

* Street1:	<input type="text" value="201 E Colfax Ave"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Denver"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="CO: Colorado"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="80203-1799"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Mrs."/>	* First Name: <input type="text" value="Gretchen"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Morgan"/>	
Suffix: <input type="text"/>	
Title: <input type="text" value="Executive Director, Choice &amp; Innovation"/>	

Organizational Affiliation:

* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>
--	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 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-061515-001

\* Title:

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

**13. Competition Identification Number:**

84-282A2015-3

Title:

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

Add Attachment

Delete Attachment

View Attachment

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

Colorado Charter Schools Program & Grant

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

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

* a. Federal	<input type="text" value="11,482,105.26"/>
* b. Applicant	<input type="text" value="0.00"/>
* 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="11,482,105.26"/>

**\* 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 in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**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:

## 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.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Gina Schlieman</p>	<p>TITLE</p> <p>Interim Commissioner of Education</p>
<p>APPLICANT ORGANIZATION</p> <p>Colorado Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/16/2015</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
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**4. Name and Address of Reporting Entity:**  
 Prime     SubAwardee

\* Name: Colorado Department of Education

\* Street 1: 201 E. Colfax Ave.    \* Street 2: \_\_\_\_\_

\* City: Denver    \* State: CO: Colorado    \* Zip: 80203-1799

Congressional District, if known: CO-001

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

<b>6. * Federal Department/Agency:</b> U.S. Department of Education	<b>7. * Federal Program Name/Description:</b> Charter Schools
	CFDA Number, if applicable: 84.282

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
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**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: N/A    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: N/A    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: Gina Schlieman

\* Name: Prefix Mr.    \* First Name: Elliott    Middle Name: \_\_\_\_\_  
\* Last Name: Asp    Suffix: \_\_\_\_\_

Title: Interim Commissioner of Education    Telephone No.: \_\_\_\_\_    Date: 07/16/2015

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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. Public reporting burden for this collection of information is estimated to average 1.5 hours 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. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

CO - 2015 CSP SEA - 427 GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

## **GEPA Section 427 Statement: Colorado Charter Schools Program & Grant**

*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.*

Colorado statute CRS 22-30.5-104(3) requires open enrollment:

*"A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. A charter school shall be subject to any court-ordered desegregation plan in effect for the chartering school district. Enrollment in a charter school must be open to any child who resides within the school district" and that "enrollment decisions shall be made in a nondiscriminatory manner."*

Colorado State Board of Education Rule 1 CCR 301-88 §2.02 also outlines requirements for nondiscrimination in charter schools, including that Charter schools and their LEAs are required to provide evidence of: annual training on nondiscrimination laws to employees and board members, access and services for students with disabilities consistent with federal and state law, access and services to educationally disadvantaged students consistent with federal and state law, nondiscriminatory enrollment and recruitment practices, and annual review of its discipline and enrollment records to ensure equitable treatment under federal and state law.

All subgrantees and delivery partners involved with CCSP project activities funded under this grant program must adhere to these legal requirements. Additional description is provided in Selection Criteria (e) on how the CCSP project is designed to increase access to high-quality educational opportunities for all students, particularly those educationally disadvantaged.

## 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> Colorado Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Elliott Middle Name:
* Last Name: Asp	Suffix:
* Title: Interim Commissioner of Education	
<b>* SIGNATURE:</b> Gina Schlieman	<b>* DATE:</b> 07/16/2015

## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Colorado Charter Schools Program & Grant

Over the past 20 years, the Colorado Charter Schools Program (CCSP) has played a significant role in the creation of high-quality charter schools that provide Colorado students, especially educationally disadvantaged students, accomplish strong academic achievement and attainment outcomes. Previous CCSP activities have resulted in charter schools surpassing non-charter schools on student academic outcomes, particularly for educationally disadvantaged students, and so increasing the number of high-quality charter schools is a key strategy in the Colorado Department of Education's (CDE) progress toward improving student outcomes and closing achievement gaps.

The 2015-18 CCSP project addresses Absolute Priorities 1 & 2 (periodic review, evaluation, and charter oversight) and Competitive Priorities 1 & 2 (high-quality authorizing, including non-LEA authorizer and appeals process), and are integrated through a Logic Model to outline a Theory of Action, activities, outcomes, and performance measures to achieve two core objectives:

**CSP Objective 1: Increase in Colorado the number of new, high-quality charter schools and expanding the number of high-quality charter school places that enable all students to become educated and productive citizens capable of succeeding in society, the workforce, and life.** To achieve this objective, CDE will issue each year 18-20 new 3-year subgrants to new, replicating, or significantly-expanding charter schools for initial planning, program design, and initial implementation of the school or expansion project. To ensure subgrantees are successful in developing a high-quality application, and subsequently meeting subgrant requirements, a systematic framework of grant-related technical assistance and programmatic and fiscal subgrantee monitoring and support is also provided.

**CSP Objective 2: Build and grow capacity among authorizers, board members, administrators, and staff at new and existing charter schools to conduct quality authorizing, exert effective school leadership, implement quality, high-impact educational practices, and engage in continuous school improvement, so that all students become educated and productive citizens capable of succeeding in society, the workforce, and life.** In addition to a well-designed subgrant program, CDE will continue the trend of strong charter school outcomes by working with charter-sector partners, the Colorado League of Charter Schools, NACSA, the Charter School Institute, CDE internal partners, and reform-minded districts to provide an intentional, differentiated spread of technical assistance activities to support authorizers, subgrantees and existing charter schools to develop and grow the skills, knowledge and capabilities necessary to develop and maintain high-quality schools. In support of this work, CDE will also engage in key charter sector research and analysis regarding charter school and authorizer performance against academic and postsecondary and workforce readiness (PWR) measures, particularly for educationally disadvantaged students and PWR attainment, regular and annual evaluation of CCSP activities, and dissemination of best and promising practices from charter schools. These activities will collectively work to increase the number of high-quality charter schools and the number of students they serve, particularly for educationally disadvantaged students, achieve benchmarked improvement of academic and PWR outcomes.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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## Table of Contents

<b><u>1. Absolute Priorities</u></b> .....	1
<b>1.1: Absolute Priority 1—Periodic Review and Evaluation</b> .....	1
<b>1.2: Absolute Priority 2—Charter School Oversight</b> .....	2
<b>1.2(a)1: Legally-binding Charter Contract</b> .....	2
<b>1.2(a)2: Annual, Timely, and Independent Audits</b> .....	3
<b>1.2(a)3: Demonstrates improved student academic achievement</b> .....	4
<b>1.2(b): Increased Student Academic Achievement</b> .....	5
<b><u>2. Competitive Preference Priorities</u></b> .....	6
<b>2.2: Competitive Preference Priority 1—High-Quality Authorizing and Monitoring Processes (15 points)</b> .....	6
<b>2.1(a): Framework and Processes for Performance Evaluation</b> .....	6
<b>2.1(b): Assessing Authorizer Performance</b> .....	7
<b>2.1(c): Charter Application Processes</b> .....	8
<b>2.1(d): Replication Processes</b> .....	9
<b>2.2: Competitive Preference Priority 2—One Authorized Public Chartering Agency Other than a LEA, or an Appeals Process (5 points)</b> .....	9
<b>2.3: Competitive Preference Priority 3</b> .....	10
<b><u>3. Selection Criteria:</u></b> .....	10
<b>3(a) State-Level Strategy. (15 points)</b> .....	11
<b>Overview:</b> .....	11
<b>CSP Objective 1:</b> .....	13
Activity 1.1: Subgrant Competition.....	13

Activity 1.2: Grant-related Technical Assistance .....	14
Activity 1.3: Subgrantee Monitoring .....	14
<b>CSP Objective 2:</b> .....	14
Activity 2.1: Authorizer Supports .....	15
Activity 2.2: Audience-specific Charter Supports.....	15
Activity 2.3: Charter sector research and CCSP performance evaluation .....	19
Activity 2.4: Dissemination of Best & Promising Practices .....	19
<b>3(a)2: Funding Equity</b> .....	20
Table 3.a.2: Charter School Capital Construction Fund.....	21
<b>3(a)3: Local Strategies for Improvement</b> .....	21
<b>3(b) Policy Context for Charter Schools. (5 points)</b> .....	22
<b>3(b)1: Charter Flexibility</b> .....	22
<b>3(b)2: Access to Federal Funds</b> .....	23
<b>3(b)(3) Compliance with applicable federal laws:</b> .....	25
<b>3(c) Past Performance (10 points).</b> .....	26
<b>3(c)1: Increase in High-Quality Charter Schools</b> .....	26
Table 3.c.1: Number & Percentage of High-Quality Charter Schools .....	27
<b>3(c)2: Decrease in Poor-Performing Charter Schools</b> .....	27
Table 3.c.2: Number & Percentage of Poor-Performing Charter Schools.....	27
<b>3(c)3: Academic Achievement and Attainment</b> .....	27
Table 3.c.3a: Percent Proficient or Advanced .....	28

Table 3.c.3b1: Median Growth Percentile .....	28
Table 3.c.3c: Best of Graduation Rate - % 9th graders graduating in either 4, 5, 6, or 7 years .....	29
Table 3.c.3d: Postsecondary Enrollment Rate - % HS graduates enrolled in postsecondary education .....	30
<b>3(d) Quality of Plan to Support Educationally Disadvantaged Students (15 points)</b> .....	30
<b>3(d)1i: Assisting educationally disadvantaged through subgrant</b> .....	30
Table 3.d.1i: Academic Achievement for Educationally Disadvantaged PK-12, % proficient or advanced for charter and noncharter schools .....	32
<b>3(d)1ii: Reducing Achievement Gaps</b> .....	32
Table 3.d.1ii: Median Growth Percentile - Educationally Disadvantaged .....	33
<b>3(d)2: Recruitment of Educationally Disadvantaged</b> .....	33
Table 3.d.2: Educationally Disadvantaged Representation, % of pupil enrollment grades PK-12 .....	34
<b>3(d)3: Encouraging innovative approaches</b> .....	34
<b>3(d)4: Monitoring Compliance</b> .....	35
<b>3(e) Vision for Growth &amp; Accountability (10 points)</b> .....	36
<b>3(e)1: Public Reporting</b> .....	36
<b>3(e)2: Increasing the number of high-quality charter schools</b> .....	36
Table 3.e.2a: Charter School Numbers and Enrollment as number and statewide percentage .....	37

Table 3.e.2b: Number of CSP Subgrants Targeted, Awarded, and Applications Received under Colorado's previous 2010-15 CSP grant.....	38
Table 3.e.2c: Projected number of CSP subgrant applicants and targeted number of CSP Subgrant Awards over requested 3-year 2015-18 CSP Award.....	38
<b>3(e)3: Closing poor-performing charter schools.....</b>	<b>39</b>
<b>3(f) Dissemination of Information and Best Practices (10 points).....</b>	<b>39</b>
<b>3(g) Oversight of Authorizers (15 points).....</b>	<b>40</b>
<b>3(g)1: Approving High-Quality Planning Teams.....</b>	<b>40</b>
<b>3(g)2: Evidence-based charter applications.....</b>	<b>40</b>
<b>3(g)3: Measurable Performance.....</b>	<b>41</b>
<b>3(g) 4-7:.....</b>	<b>41</b>
<b>3(g)8: Accountability during Transition.....</b>	<b>41</b>
<b>3(h) Management Plan and Theory of Action (Logic Model).....</b>	<b>42</b>
<b>3(h)1: Logic Model.....</b>	<b>42</b>
<b>3(h)2: Performance Measures.....</b>	<b>42</b>
<b>3(h)3i: CCSP Management Plan.....</b>	<b>42</b>
Figure 3.h.1: CCSP Logic Model outlining Theory of Action.....	43
Table 3.h.2: CCSP Performance Measures.....	45
Table 3.h.3i: CCSP Management Plan.....	47
<b>3(h)3ii: Responses to Monitoring Review.....</b>	<b>51</b>
<b>3(i) Project Design (10 points).....</b>	<b>52</b>
<b>3(i)1: Subgrant Program.....</b>	<b>52</b>

3(i)1i: Subgrant Competition .....	53
3(i)1iii: Anticipated Award Distribution .....	55
3(i)2: Subgrantee Monitoring .....	55
3(i)3: Targeted Subgrant Portfolio .....	57
3(i)4: Notification about CSP Subgrant Competition .....	57
3(i)5: Waivers to statutory or regulatory provisions .....	58
<b><u>4. Application Requirements</u></b> .....	<b>58</b>
4(i) Academically poor-performing charter school .....	58
4(ii) Disseminating best practice .....	59
4(iii) Inform each charter school about eligible federal funds .....	59
4(iv) High-quality charter school .....	59
4(v) IDEA Compliance .....	60
4(vi) Logic Model .....	60
4(vii) Lottery & enrollment preferences .....	60
4(viii) Objectives .....	60
4(ix) Revolving loan fund .....	60
4(x) Waivers .....	60
<b><u>A. Appendix A: Charter Schools Program Assurances</u></b>	
<b><u>B. Appendix B: Resumes</u></b>	
<b><u>C. Appendix C: Letters of Support</u></b>	
<b><u>D. Appendix D: Proprietary Information (not applicable)</u></b>	

## **E. Appendix E: Additional Information**

**Appendix E.1: References, Definitions & Citations**

**Appendix E.2: Assurances 3A & 3B**

**Appendix E.3: CCSP Grant RFP**

**Appendix E.4: Annotated DPF & SPF**

**Appendix E.5: Future of Learning, Student Outcomes**

**Appendix E.6: Weighted Lottery Waiver Request Documentation**

**Appendix E.7: Substantial Expansion Waiver Request Documentation**

**Appendix E.8: CCSP Subgrantee Closure Procedures**

**Appendix E.9: CCSP Subgrantee Monitoring Procedures**



## **1. Absolute Priorities**

### **1.1: Absolute Priority 1—Periodic Review and Evaluation.**

*Colorado Revised Statute (CRS) 22-30.5-110* governs the review, renewal, and revocation of charter school contracts, and as such outlines periodic review expectations that build a body of evidence for this purpose. “*During the term of a charter, the school district shall annually review the charter school’s performance*” (*CRS 22-30.5-110(1)(b)*), and at a minimum include progress toward meeting the academic achievement expectations outlined in the school’s School Performance Framework (SPF) and the objectives and goals identified in their Unified Improvement Plan (UIP), as well as the results of the school’s annual financial audit. The LEA, as authorizer, is required to provide annual written feedback on review results and outline the body of evidence that was taken into account. These reviews also serve as a body of evidence.

*CRS 22-30.5-110(3)* implies elements to be considered in the review by identifying required elements for renewal, nonrenewal, or revocation considerations, including material violation of the charter contract, failure to make adequate academic progress, failure to meet fiscal management standards, or violation of law. *CRS 22-30.5-110(3)* empowers LEAs to take action when charters are in violation of state, federal, or local law, and/or their charter contract. §3.5 & 3.6 of our ***Colorado Charter School Sample Contract*** (<http://www.cde.state.co.us/cdechart/distauthinfo>) provides recommended contract language for violation of law or contract provisions, and the actions, consequences, and/or remedies to result from any such breach. Most charter contracts in Colorado utilize this or similar language.

Charter school academic, operational and financial performance, are reviewed in the annual accreditation process. The Colorado Department of Education (CDE) accredits districts, who in turn accredit their individual schools, including charter schools, in accordance with *CRS Title 22, Article 11*, the state’s Education Accountability Act (*CRS 22-30.5-104(2)(b)*). “*The charter school shall also be subject to annual review by the department*” through the SPF (*CRS 22-30.5-104(2)(b)*), which authorizers utilize for the purposes of accreditation considerations for their

schools. (**Note:** An annotated copy of Colorado’s SPF is provided in **Appendix E.4**. Explanation on the ratings provided in the SPF, and aggregate District Performance Framework (DPF), are provided under **Section 4(i)** and **Section 4(iv)**.)

CDE’s Schools of Choice Office (SOC) supports authorizer accountability of charter schools by assisting authorizers with questions regarding their ability and responsibility to take appropriate action and impose meaningful consequences. CDE ensures that complaints about charter school compliance are appropriately passed to the school’s governing board and authorizer for investigation. SOC, in partnership with the Colorado League of Charter Schools (The League) and through the support of CSP funds, developed a set of tools for authorizer review processes. These resources are available on the League’s website at <http://coloradoleague.org/?authorizertools>.

### **1.2: Absolute Priority 2—Charter School Oversight.**

Colorado statute, State Board of Education rules, and CDE/LEA policies work together to provide a system of charter school oversight for LEAs authorizing charter schools in our state. Outlined below are references specifically requested under this Absolute Priority. Complete statutory citations and links to references/artifacts can be found in **Appendices E.1 & E.2**.

**1.2(a)1: Legally-binding Charter Contract** Colorado statute defines charter schools as “*a public school that enters into a charter contract*” (*CRS 22-30.5-103(2)*). Specifically, *CRS 22-30.5-105 (2)(a) & (2)(c)* outline minimum required contents for a charter contract including waivers to statute, rule, and LEA policies, addressing facility needs and required actions for inclusion in bond initiatives and mill levy overrides, financial reporting and audit requirements, performance measures and targets. Rule *1 CCR 301-88 §3.04* references authorizer requirements to performance contract with charter schools. Statute does not consider a charter applicant to be a public school until the charter contract is executed, so no per pupil local/state funds, federal funds, or CSP grant funds can be distributed to the school until that point.

Further, these policies are reinforced in several ways during the Colorado Charter Schools Program (CCSP) subgrantee application process, during which SOC verifies the charter contract is

in place via receipt and review of the executed copy before grant funds are released. For related citations in the CCSP Grant RFP, see **Appendix E.3**, pp. 5, 7, 17, 32).

**1.2(a)2: Annual, Timely, and Independent Audits** *CRS 22-30.5-104(4)(a) & 22-30.5-112(7)* require a charter school to comply with all state financial and budget rules, regulations, and financial reporting requirements, including but not limited to annual completion of a governmental audit. Colorado Local Government Audit Law under *CRS 29-1-601 et seq.* governs the parameters (and penalties) under which governmental entities must perform an annual, independent audit. *CRS 29-1-603* requires all political subdivisions to have an annual independent audit. All public entities are subject to the Financial Transparency Act, which requires the online posting of annual budgets and audits (*CRS 24-6-402(1)(a)*). *CRS 22-30.5-106(1)(g)* requires the charter application to describe their method for obtaining an independent annual audit of their financial statements.

Statute requires not only that an audit be performed (*CRS 22-30.5-104(4)(a) & 22-30.5-112(7)*), but also that it be included in the charter contract along with other required financial reporting and that the school identify in their charter application, a description of their proposed method for obtaining an “independent annual audit” of the charter school’s finances (*CRS 22-30.5-106(1)(g) & 22-30.5-509(1)(g)*). *CRS 22-30.5-105(2)(c)(IV)* requires authorizers to ensure the charter contract requires the reporting of required financial information, including the audit, and the authorizer may withhold funds until a school complies with financial reporting requirements.

CDE Public School Finance requires audits be submitted by the authorizer, on behalf of the charter school, no later than November 1st; charter school audits are tracked and reviewed in detail by the Division. Failure to satisfy CDE audit requirements would result in corrective action, as outlined in the Educational Accountability Act (*CRS 22-11-206(4)(a) & (b) and 22-11-208 (1)(b)*).

This is further reinforced through CDE’s Guidance to charter schools and authorizers through the “Finance Audit Requirement for Charter Schools” memo (dated 10/17/2011), CCSP Grant RFP, “Financial Policies and Procedures Handbook”, §D (pertaining to school audits), and ***Colorado Charter School Standard Application*** (a joint publication between CDE, The Charter

School Institute (CSI), and The League). These documents reference requirements that charter contracts include an audit requirement, and that the audit be completed and submitted to the authorizer no later than September 30th following the school year.

**1.2(a)3: Demonstrates improved student academic achievement** Colorado has a comprehensive system for holding all districts and schools, including charter schools, accountable for increased student achievement and growth. Under *CRS Article 11*, the Education Accountability Act (*CRS 22-11-201 et seq*), all public schools are measured using the SPF, which includes the Colorado Growth Model measure. Schools are evaluated on academic achievement, academic growth, and academic growth gaps identified from state assessments, and high schools are also evaluated on postsecondary and workforce readiness measures. The law provides for four Plan Types: Performance, Improvement, Priority Improvement, and Turnaround. A state advisory committee evaluates all Turnaround Plans and CDE cross-unit teams review all Priority Improvement and Turnaround plans through the UIP process to ensure these schools implement strategies to address the root causes of low performance and return to a trajectory of acceptable improvement. UIP results are posted at [www.schoolview.org](http://www.schoolview.org). After five years of failing to make adequate progress, LEAs and schools face closure or conversion. Because of the contractual nature of charter schools, an authorizer is expected to instigate closure before this five-year clock finishes.

The following rules and statutes govern academic achievement expectations for charter schools. Rule 1 *CCR 301-88 §3.04(A)(4), §3.04(C)(1), §3.05(A)(1), & §3.05(A)(5)* govern the minimum required performance measurements and accountability system that must be outlined in the charter contract to meet the requirements in the State’s Educational Accountability Act. *§3.04(A)(4)* makes clear that authorizers, in their oversight of charter schools, ensure they “*over time, meet the performance standards and targets set forth in their charter contracts on a range of measures and metrics*” *§3.04(C)(1)* requires all charter contracts establish “*the performance framework under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality*”; *§3.05(A)(1) & (5)* states the authorizer is responsible to

implement “a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions;...Evaluating each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements,…” Further, CRS 22-30.5.104(6)(b) requires charters be held accountable to improved student achievement and growth as prescribed in the Educational Accountability Act and any assessment or measure included within the SPF.

Colorado’s READ Act (CRS 22-7-1201 et seq) requires all public schools to utilize approved interim assessments to demonstrate and ensure students are on track to being proficient in reading before leaving 3rd grade. An authorizer and its charter school(s) may agree to utilize READ Act interim assessment data as part of the performance measurements to which the school is accountable in its charter contract.

**1.2(b): Increased Student Academic Achievement** CRS 22-30.5-110 governs authorizer charter renewal and revocation decisions, and includes criteria to be used to revoke or non-renew a charter. One criterion is “Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the performance indicators, applicable federal requirements, or other terms identified in the charter contract” (CRS 22-30.5-110(3)(b)). Most importantly, Rule 1 CCR 301-88 §3.06(B)(1) makes authorizers responsible for “ensuring that improved academic achievement is the most important factor to consider when determining whether to revoke or not renew a charter.”

The Colorado Growth Model has been approved by the U.S. Department of Education as a substitute for the achievement gap measures required under the No Child Left Behind Act (ESEA). To be identified as a high performing school, charter schools must make adequate academic growth for all student groups. Additionally, the SPF disaggregates data for the following specific student groups under the Growth Gaps section of the SPF report: economically disadvantaged

students (Free and Reduced Meal Eligible, FARM), students from racial and ethnic minority groups, students with disabilities (IEP), English Language Learners (ELL, students with limited English proficiency) and students needing to catch up. Median growth for student groups is measured against Median Adequate Growth Percentile (MAGP), which indicates the progress necessary for students to reach proficiency within three years or by 10<sup>th</sup> grade.

## **2. Competitive Preference Priorities**

### **2.2: Competitive Preference Priority 1—High-Quality Authorizing and Monitoring Processes (15 points).**

Maintaining a high-quality sector is largely dependent on the presence of quality authorizing practices in the state. Thus, Colorado seeks to influence authorizer practices through a variety of ways, including statutory requirements, processes, procedures and timelines, rule requirements, adherence with the **NACSA Principles & Standards**, technical assistance (TA), monitoring of authorizer practices, and through creating a collaborative atmosphere where high-quality authorizers share best and promising practices with other authorizers.

**2.1(a): Framework and Processes for Performance Evaluation** Colorado’s Charter Schools Act (*CRS Title 22, Article 30.5*) and a charter school’s contract jointly serve as the framework for initial authorization and ongoing monitoring of the school. As already outlined under **Absolute Priorities 1 and 2**, frameworks and procedures exist for authorizers to establish academic, operational, financial, and non-discrimination (see also **Section 3(d)2**) performance expectations and objectives through the charter contract. CDE monitors charter school performance through the SPF (*CRS 22-30.5-104(2)(b)*). CDE provides two primary resources to support authorizers in establishing charter contracts: *Colorado Charter School: Sample Contract* and *Colorado Charter School: A Resource for Developing Charter School Contracts*, available at <http://www.cde.state.co.us/cdechart/distauthinfo>.

As outlined under **Sections 1.1, 1.2, & 2.1**, *CRS 22-30.5-110* governs authorizer charter renewal and revocation decisions and includes criteria that can be used to revoke or non-renew a charter.

This statute outlines a body of evidence that should be considered regarding academic and operational progress toward “*achieving the goals, objectives, pupil performance standards, content standards, targets...and other terms of the charter contract*”, the results from state assessments, and a financial report (CRS 22-30.5-110(2)(a-d)). In reviewing this evidence, statute provides that an authorizer may revoke or not renew the charter if the charter school has “*committed a material violation of any of the conditions, standards, or procedures set forth in the charter contract*”, “*failed to meet or make adequate progress toward achievement of goals, objectives, content standards, pupil performance standards, targets...applicable federal requirements, or other terms identified in the charter contract*”, “*failed to meet generally accepted standards of fiscal management*”, or “*violated any provision of law from which the charter school was not specifically exempt*” (CRS 22-30.5-110(3)(a-d)). Violations of provisions of law would include violating required student safety guidelines. Further, Rule 1 CCR 301-88 §3.06(B)(1) makes authorizers responsible for “*ensuring that improved academic achievement is the most important factor to consider when determining whether to revoke or not renew a charter.*”

Statute requires authorizers report annually to each of their charter schools, summarizing the school’s performance and compliance with statute and their charter contract, and identify areas for improvement or corrective action (see **Section 1.1**). As these reports are developed through public funding in relation to a public school, they are required to be publicly available for review under the Colorado Open Records Act (CORA).

**2.1(b): Assessing Authorizer Performance** Colorado school districts and authorizers are held accountable annually for the performance of all their schools through an aggregate District Performance Framework (DPF), which benchmarks progress toward meeting state accountability standards. An authorizer’s charter schools are included in the DPF aggregate calculations, by which districts are held accountable for charter school academic achievement, academic growth, growth gaps, and postsecondary and workforce readiness outcomes. The annual DPFs and individual school SPFs are publicly posted online on CDE’s [Schoolview](#) website. Performance of

an authorizer's charter school portfolio vs. noncharter portfolio on SPF/DPF measures is available through the Data Lab on [Schoolview](#).

As the Data Lab does not include PWR measures, SOC has engaged CDE's Accountability Office to annually generate a charter portfolio performance framework (CPF) report for each charter authorizer based on the structure and measures included in the DPF report, but only including the aggregate figures from the authorizer's charter schools. The initial round of these reports will be available August 2015 and will be generated annually thereafter. SOC will utilize these reports to assess authorizer risks and provide differentiated support and TA under **Activity 2.1 of CSP Objective 2** outlined under **Section 3(a)** and **Section 3(h)** of this application.

The May 2015 report "Holding Public Charter School Authorizers Accountable," a joint publication by the National Alliance for Public Charter Schools (National Alliance) and the National Association of Charter School Authorizers (NACSA), highlights Colorado's "creative approach" to authorizer accountability in a district-dominated authorizing climate. Colorado has worked collaboratively amongst its 46 authorizers, with leadership from several strong, quality authorizers and the backing of state statute and accountability expectations, to make improvements in authorizer practices. This has enabled Colorado to raise the bar for quality authorizing, and recently has led to several lower-capacity and/or lower-interest district authorizers to voluntarily release exclusive chartering authority to the statewide Charter School Institute.

SOC is participating in a Charter Authorizer Accountability task force established in Spring 2015 by The League. A cadre of strong charter authorizers is participating with a variety of organizations and stakeholders interested in quality educational outcomes. This group is currently exploring the data that exists on the performance of authorizers and their portfolios, how to measure the quality of authorizing, authorizer to authorizer peer accountability, etc.

**2.1(c): Charter Application Processes** Statute outlines required charter application components (*CRS 22-30.5-106*), review processes, timelines, and evaluation criteria (*CRS 22-30.5-107*). Statute requires charter applications include the following sections: executive summary,

vision & mission, parent & pupil support, educational program (including standards and curriculum), student performance evaluation plan, evidence of an “economically sound” 5-year budget and description of method to obtain an independent annual audit of financial statements, governance and operations, employment policies and plan, insurance coverage, parent/community involvement, enrollment policy, transportation and food services, facilities plan, waivers to state statute/rule/district policies, student discipline & school culture, provision for students with special needs, dispute resolution process, and contracts with education management providers (if applicable). The District Accountability Committee that oversees academic performance in the district is charged with reviewing the application based on the criteria outlined in *CRS 22-30.5-106* and makes a recommendation to the authorizer’s board of education for decision by resolution. In terms of final review, it is common practice for authorizers to establish, in their charter-approving resolution and/or charter contracts, planning, enrollment and other conditional benchmarks for a school’s planning year that must be met in order for the LEA to request permission of CDE for the new school to open and be issued a state school code. Authorizers do a final review of these conditions & required benchmarks before a school is cleared to open and receive public funds.

**2.1(d): Replication Processes** Statute does not require a differentiated process for replicating charter operators. However, the majority of charter replications in Colorado have been within Denver Public Schools and CSI who both have differentiated, streamlined application processes for high-performing charter operators.

**2.2: Competitive Preference Priority 2—One Authorized Public Chartering Agency Other than a LEA, or an Appeals Process (5 points).**

Colorado has both a strong appeals process and a second authorizer, CSI. Statute outlines the process for appeals to the State Board of Education concerning denial of a charter school application, nonrenewal or revocation of a charter contract, or the unilateral imposition of conditions on a charter applicant or charter school (*CRS 22-30.5-108*). Should the State Board determine that the local decision was contrary to the best interests of the pupils, the LEA, or

community, the State board will remand the decision back to the local board with instructions. Should the local board’s subsequent decision remain unfavorable, a second appeal can be considered. Upon second appeal, the State Board can remand the decision back to the local board with final, binding instructions to approve/renew (*CRS 22-30.5-108(3)(d)*).

Pursuant to *CRS 22-30.5-501 et seq*, CSI was established in 2004 to “*Provide an alternative mode of authorizing charter schools...to approve and oversee charter schools in school districts not desiring to do so themselves,*” and to serve as a “*means to assist school districts in utilizing best practices for charter schools.*” In addition to directly authorizing charter schools, CSI also provides charter application reviews and authorizer supports to school districts lacking capacity to do so directly. Statute allows CSI to accept charter applications for schools wishing to locate in districts without exclusive chartering authority (ECA), or in districts that have retained ECA, with permission from that school district. CSI authorizes 34 charter schools serving 14,048 students across 16 geographic school districts.

**Note:** *CRS 22-30.5-504* outlines exclusive chartering authority (ECA) and rules for the State Board to remove and reinstate this status due to a districts noncompliance, or return to compliance, with authorizer practices outlined under the Charter School Act. Both the district and CSI have concurrent authority to authorize if “exclusive authority to authorize” has been removed by the State Board. A district may also “voluntarily relinquish the exclusive authority”.

As recently highlighted in “*Holding Public Charter School Authorizers Accountable,*” Colorado’s increased bar for authorizer quality has resulted in lower-capacity or lower-interest districts voluntarily releasing their ECA to allow charter applicants to choose authorization through CSI. Roughly two-thirds of CSI’s portfolio consists of schools that operate in LEAs with exclusive chartering authority but released the charters to CSI for authorization and oversight.

**2.3: Competitive Preference Priority 3** Not Applicable.

**3. Selection Criteria:**

### **3(a) State-Level Strategy. (15 points)**

**Overview:** CDE is a dynamic service agency that provides leadership, resources, support, and accountability to Colorado’s **178 school districts** and **1,846 schools** to help them build capacity to meet the needs of the state’s **889,006 public school students**. CDE’s vision is that “*All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.*” Embedded in this vision are 4 Strategic Goals to improve educational outcomes for all students in Colorado (<http://www.cde.state.co.us/cdecomm/aboutcde>):

**Start Strong:** Every student starts strong with a solid foundation in grades preschool-3.

**Read by Third Grade:** Every student reads at grade level by the end of third grade.

**Meet or Exceed State Standards:** Every student meets or exceeds standards.

**Graduate Ready:** Every student graduates ready for college and careers.

In addition, CDE has set 2 additional Departmental Priorities:

**Turnaround the State’s Lowest Performing School Systems** to reduce the percentage of schools and districts with low performance.

#### **Increasing Organizational Effectiveness and Efficiency**

SOC, through the use of CSP funds, has been able to extend and increase these efforts over the **past 20+ years** in supporting the current **46 charter authorizers** and their **214 charter schools** serving **101,359 students**. Colorado charters now educate **11.4% of publicly-educated PK-12 students** statewide, making the charter sector bigger than Colorado’s largest LEA. Moreover, the rate of charter school PK-12 enrollment growth continues to outpace the statewide rate.

With increasing charter market share, support for charter schools and their authorizers toward pursuing the above goals and strategies has become intentionally integrated department-wide. SOC provides advice and technical assistance to initiatives and strategies across CDE to ensure the charter context is meaningfully considered when developing and implementing initiatives, activities, resources, tools, communications, and outreach efforts.

In helping to achieve department goals and strategies, CDE, with the support and direction of the state legislature and State Board of Education, has been actively engaged in a multi-front reform agenda during the past several years that includes the following initiatives:

- School Readiness and Early Literacy
- New Standards, Assessments, & Learning Supports
- Educator Effectiveness
- Innovation and the Future of Learning
- Competency-Based Systems
- Alternative Education Campus (AEC) Accountability
- Postsecondary and Workforce Readiness (PWR)
- Accountability, Performance Frameworks, and Unified Improvement Planning (UIP)
- Turnaround Systems: addressing the State's Lowest Performing Schools

Over the past several years, SOC has intentionally and systematically engaged with these teams to not only ensure the charter school context is meaningfully considered when developing and implementing initiatives, activities, resources, tools, communications, and outreach efforts, but also to develop understanding and maintain knowledge of these reform efforts to meaningfully integrate relevant content into charter-specific TA activities provided by CDE. These initiatives are integrated into the state's overall strategy for improving student academic achievement and attainment. SOC/CCSP integration of these initiatives is further outlined in **Appendix E.1**.

In recent years the Colorado charter sector has outperformed the noncharter sector of public schools. Proficiency in reading by charter school 4<sup>th</sup> & 8<sup>th</sup> grade students is 6-7.25 percentage points above their noncharter peers. Proficiency in Math was 4-6.3 percentage points higher. Likewise, charter student growth in Reading and Math outpaces the state average at a statistically significant rate, the margin of which has continued to increase. With Colorado's accountability efforts, raising parent & community awareness of areas of underperformance, and corresponding state accountability actions, public pressure and political support for the creation of new charter

schools and conversion of existing schools to charter schools is increasingly becoming part of district and community efforts to improve educational attainment and outcomes for their students. CDE utilizes the SOC team to advise internally, coordinate with key external partners (The League, NACSA, Charter School Support Initiative, CASE, CASB, and CASBO), and directly provide strategic support to charters, planning teams, and authorizers to ensure new and expanding schools have the information, tools, and resources they need to develop with quality, continuously improve, and provide improved outcomes and increased opportunities for their students.

In support of these intentional efforts, CDE is pursuing CSP funding to provide increased support for two strategic objectives:

**CSP Objective 1:** Increase in Colorado the number of new, high-quality charter schools and expand the number of high-quality charter school places that enable all students to become educated and productive citizens capable of succeeding in society, the workforce, and life.

High-quality charters are making a significant impact on the Colorado education landscape in providing not just a variety of educational models, but also strong educational outcomes for students. Colorado has been able to develop a dynamic charter sector in large part due to receipt of federal CSP funds for our Colorado Charter Schools Program (CCSP) subgrants and supports. CDE desires to continue this effort through three Activities corresponding to **CSP Objective 1**.

**Activity 1.1: Subgrant Competition** In an effort to continue support for the creation and expansion of high-quality charter schools in Colorado, CDE is seeking additional CSP funds to continue our CCSP subgrant and support program as one of many efforts to improve educational outcomes for students in our state. While state and local leaders have engaged in efforts to increase school funding in Colorado (more under **Section 3(a)2**), start-up costs for launching new schools or significantly expand existing high-quality charters continues to far exceed the financial capacity of most schools. With CSP funds, CDE will competitively provide \$589,500-\$645,000 over the planning and initial implementation years of the school to help them overcome this hurdle.

We know that most new charter schools in Colorado are not able to launch without these funds, as demonstrated by schools that delay opening when they fail to secure the grant. CCSP subgrant funds would also enable districts in Colorado to continue to utilize charter creation, replication, conversion, and expansion as levers to improved student outcomes in our state.

New, replicating, and significantly-expanding schools that apply to the CCSP grant are evaluated against a robust rubric that measures potential for school quality, effective implementation, and ability/capacity to effectively utilize the grant funds according to federal CSP requirements (more under **Section 3(i)1**).

**Activity 1.2: Grant-related Technical Assistance** In addition to receiving funding, successful CCSP subgrantees participate in specific CCSP grant-related TA and professional development supports targeted to specific stakeholders and leaders at the school. These coordinated supports help new schools navigate the complex web of statutory requirements and best practices, helping to guide schools toward high-quality practices from the beginning.

**Activity 1.3: Subgrantee Monitoring** A third activity under **CSP Objective 1** focuses on subgrantee monitoring for the purposes of risk assessment, compliance, and identification of areas for improvement to support subgrantees to progress toward becoming high-quality charter schools (see **Section 3(i)** for more information).

**CSP Objective 2:** Build and grow capacity among authorizers, board members, administrators, and staff at new and existing charter schools to conduct quality authorizing, exert effective school leadership, implement quality, high-impact educational practices, and engage in continuous school improvement, so that all students become educated and productive citizens capable of succeeding in society, the workforce, and life.

CDE places great value on providing quality, substantive support and training based on research-proven best practices that are designed to improve each school's chance for success. The CCSP project has distinguished itself for several years in its ability to leverage CSP funds to

provide a broad spectrum of TA and professional development supports at little to no cost to new and existing charters and their authorizers. CDE remains dedicated to continuing this tradition of robust support to engage the charter sector in progressing toward the high-quality outcomes for students expressed in CDE’s vision, goals and strategic priorities, for which CSP administrative funds will be used to continue to provide these offerings at little to no cost.

**Related Activities:** All of these strategies for continuous improvement of schools and outcomes for students will continue to receive support by SOC and be incorporated through the aforementioned activities. All activities utilize CDE and charter sector experts for development of resources and delivery of targeted TA sessions within each activity. The goal of all these activities is to support both subgrantee and existing charters to develop the skills, knowledge, and capacity necessary to maintain high-quality schools.

**Activity 2.1: Authorizer Supports** Authorizers play a key role in Colorado’s charter structure. SOC works collaboratively with authorizers, The League, NACSA, and other key partners to continually evaluate and improve the authorizing landscape. To aid these interactions, SOC will continue to host quarterly authorizer meetings that provide 1) a resource sharing and networking environment, 2) training and discussion on quality standards, the charter application process, contracting, charter renewal, monitoring, oversight, replication, charter restart and turnaround models, changes in statute and education initiatives, and examples of best practice, and 3) opportunity to review, discuss, and update key authorizer tools and resources for the state. Three meetings are hosted by an authorizer, with one hosted as the “Authorizer Summit” at the annual Colorado Charter Schools Conference in February.

**Activity 2.2: Audience-specific Charter Supports** Similar to Activity 1.2, subgrantees at new and existing charters participate in CCSP audience-specific TA and professional development supports. These supports focus on helping to institute and maintain high-quality practices.

**Board Supports.** Effective leadership is the most important determinant of success for charter schools where success hinges on the daily leadership capabilities of the administrator and the

strategic direction provided by the governing board. Even before the school doors open, board members must begin building a strong foundation that will support the school through the trials of the planning and early implementation years, and as the school grows and strives to meet its potential. For this reason, we partner with The League to offer a **Board Fundamentals** training twice a year to provide an introduction to sound board practices and responsibilities to establish a solid foundation to effectively develop and promote the school's vision and mission, plan for the future, set sound policies, model professionalism, oversee finances and academic performance, select and manage a school leader, build relationships, etc. In addition, Colorado has established a set of 30 **Charter School Board Training Modules** that are available free online, and are required for CCSP subgrantee schools. SOC and The League work together to ensure schools have access to individualized, in-depth training to help them put these responsibilities into practice.

**Topic-based Technical Assistance Webinars.** Previously, SOC has provided 3-4 topic-based Board Continuing Development events annually, and for 2014/15 we offered attendance through a webinar platform and event recordings to make it easier for busy board members to attend. Board feedback indicated that the webinar format was preferred. Administrators and business/operations staff were also accessing the recordings to review topic-based content that was also relevant to their work. For 2015/16 and going forward, SOC has reorganized these efforts to be topic-based webinars available to and marketed toward all charter audiences. These offerings will continue to provide TA tailored to the charter context, utilizing CDE staff and other topical experts as presenters. We anticipate 4-6 topic-based webinars per year that will focus on areas of underperformance or where there is confusion in the field regarding statutory obligations to highlight expectations and examples of best practice to schools.

**Administrator Mentoring Cohort (AMC).** The role of a charter administrator is exceptionally demanding. Because they are both instructional and business leaders, charter administrators often bear more responsibility than their traditional public school counterparts, particularly when a school is new or experiencing significant growth. The AMC provides school leaders with a cohort

of peers, and one-on-one mentoring with experienced, successful charter administrators to provide training and support on a variety of elements, such as managing facilities and finances, overseeing instructional and operational staff, school safety, meeting the learning needs of all students, elevating school culture and morale, representing the school to parents and the community, managing conflict, ensuring adherence to federal and state laws and expectations, driving academic and professional excellence, and guiding the school toward high-quality outcomes for students.

This offering was initiated under our 2010-2015 CSP funding, and has continued to grow in substance and quality. Six day-long events are held annually, with breakouts for differentiated supports and training to school leaders and to mentors. The hours and scope of mentoring provided is differentiated by the needs of the administrator and stage in the CCSP grant. While most of our participants lead schools receiving the CCSP grant, this program now serves as the first charter-specific administrator induction program in the state, so an increasing number of non-subgrantees are participating in order to secure their professional principal license. The League is a key partner in this activity. Three to four experienced charter sector leaders provide content delivery on the text Leveraged Leadership, by Paul Bambrick-Santoyo, utilizing the CSSI standards for strong implementation, continuous improvement, and organizational management. Topic-based experts are also utilized for sessions.

**Business Office Support.** Strong operational capacity and financial management are essential for ensuring maximum, efficient use of available autonomy. SOC offers two key opportunities, an **Annual Finance Seminar** and quarterly **Business Manager Network** events, to support the business functions in charters by building, strengthening, and sustaining the skills, knowledge, and capabilities necessary for strong operational and financial management.

The **Annual Finance Seminar**, required for all subgrantees each fall, provides an all-day conference for business managers, school leaders, and board members on policy changes, best practices, and innovations in the field of operations and financial management, and also serves as the annual kick-off for Business Manager Network activities for the year. In addition to plenary

sessions on topics central to all participants, four strands of breakout sessions focus on new schools (Business Management 101), board members, school leaders, with advanced sessions for experienced Business Managers. Topics covered include financial transparency and reporting, understanding public school funding streams, student policies, HR policies and procedures, financial policies and procedures, grants fiscal management, facility safety, and operations policies, etc. This is our largest event of the year with often 110-140 participants and representation from nearly half of Colorado's charter schools.

**Business Manager Network** events continue quarterly throughout the remainder of the year to provide differentiated TA. Especially in small schools, the business/operations managers are typically the only person in their school with their expertise and kinds of responsibilities, so a key focus of the BMN is to bring new and experienced business professionals together for technical training and networks of support. Differentiated strands of TA are provided in the morning (Business Management 101 and advanced technical expertise), with joint sessions in the afternoon. Experienced attendees are often called upon to present TA and share best practice, or provide instantaneous advice during hot topic and round table sessions.

**Charter School Boot Camp.** Support for new charter school planning teams is offered as a 2-day boot camp. As we continue to raise the bar in terms of school quality and accountability in Colorado, there is a growing and continuing need to help charter planning teams ensure they are prepared to open and operate a school before getting a charter or applying for the CCSP grant. This offering is designed to help teams, in both early and late stage planning, get a clear picture of the realities of opening and operating a school, obtain resources for school development, and learn about emerging innovations and best practices they may want to consider. We do not aim to intimidate teams, but rather to support them in finding gaps in their expectations, plan, expertise, and personnel, so they can rectify them before opening. This TA progresses through the sections of the *Colorado Charter Schools Standard Application*, calling on expert presenters to support teams

in understanding each element. Resources are made available to teams in a regularly maintained online resource depository organized by charter application section.

**Western Slope Support.** 80 percent of Colorado’s LEAs are rural, so CDE recognizes the geographical distribution of charters makes it difficult for schools outside core interstate corridors to access TA offerings. Due to intentional outreach and support to outlying areas, SOC has had more CCSP subgrantees from these remote regions of the state. SOC has increased efforts to ensure these schools have access to supports and resources if unable to attend in person. In recent years the SOC team has developed the capability and expertise to offer a live and interactive webinar option for participants. With renewed CSP funding, we would be able to dedicate additional resources to developing capacity for webinar options for most, if not all, of our TA offerings so that schools in remote regions can more easily participate in and benefit.

In addition, SOC will continue to host an annual **Western Slope Seminar** event each Spring that pulls together a blend of the best and most demanded content from our other offerings, providing a comprehensive multi-session training for administrators, business managers, and board members at schools west of the continental divide.

**Activity 2.3: Charter sector research and CCSP performance evaluation** CDE is committed to utilizing regular evaluation and data analysis to drive continuing improvements in our support for the charter sector. Research and performance evaluation activities include maintaining data on key performance measures, analyzing charter school quality and performance against academic and PWR measures, performance of educationally disadvantaged groups, and CCSP project evaluation. More information on CCSP performance evaluation is in **Section 3(h)2**, and research and evaluation activities are also outlined in the Management Plan in **Section 3(h)3**.

**Activity 2.4: Dissemination of Best & Promising Practices** CDE recently launched the Center for Best Practice (CBP), which identifies and disseminates best and promising school practices statewide. CDE will designate 10% of CBP case studies to document and disseminate charter practices. See dissemination activities is provided under **Section 3(f)**.

**3(a)2: Funding Equity** Charter financing is in statutes *CRS 22-30.5-111.5 & 22-30.5-112*.

**Equitable Per Pupil Funding:** *CRS 22-30.5-112(2)(a)(III)(A)* references that the charter school should receive 100% of the district per pupil revenue (or 100% of the multi-district online rate if an online school), minus up to 5% of actual central administrative expenses that the district can withhold, the rate for which is negotiated in the charter contract. Districts must provide an itemized accounting for this central administrative withholding (*CRS 22-30.5-112(2)(a.4)(I)*).

Equitable distribution to charter schools of federal funding is addressed under **Section 3(b)2**.

**District Facility Access:** Facility costs are one area where charter schools typically expend a significant portion of per pupil funding. Statute requires charter schools be provided rent-free access to available space in district facilities (*CRS 22-30.5-104(7)(c)*).

**Equity in grant application/funding:** If a charter school intends to apply for a grant that their authorizer is also intending to apply for, the charter school has the choice to seek application jointly or on its own (*CRS 22-30.5-104(11)(c)*). Should a charter school's authorizer be unsupportive of their pursuit of any state or federal nonformulaic, competitive grant program, the charter may also apply independently, or in consortium with other charter schools, with CSI serving as its fiscal agent for the purposes of that grant (*CRS 22-30.5-104(11)(a)*). See also **Section 3(b)2** for measures and monitoring to ensure access to commensurate federal funds.

**Charter School Capital Construction Fund:** *CRS 22-54-124* provides a Charter School Capital Construction Fund, which can be used to pay for charter construction, renovation, financing, or the purchasing or leasing of facilities. Funds are distributed on a per pupil basis. Schools operating in a no-rent district facility without capital construction needs receive a correspondingly reduced allocation to preserve funds for schools with capital needs. §(5) of this statute requires authorizers to directly pass the full allocation through to their charter schools.

The Colorado legislature has made increasing charter school capital funding a priority in recent years, and the Student Success Act of 2014 directed 12.5% of the annual marijuana excise tax revenues be credited to the Charter School Capital Construction Fund. **Table 3.a.2** reflects these

increases in both the overall allocation and per pupil allocation to charters.

<b>Table 3.a.2: Charter School Capital Construction Fund</b>				
	2012/13	2013/14	2014/15	2015/16
Per Pupil Allocation	\$88.43	\$94.90	\$169.29	\$255.10
Total Statewide Allocation	\$6 mil	\$7 mil	\$13.5 mil	\$22 mil

**Building Excellent Schools Today (BEST) Grants:** Pursuant to *CRS 22-43.7-101 thru 22-43.7-116*, charter schools are eligible to apply along with other district schools for additional competitive, needs-based capital construction funds. The BEST Grant program provides approximately \$500 million annually in matching funds and emergency grants from School Trust Lands and State Lottery revenues for major capital projects. Several charters have been successful in receiving BEST funds, with two case studies linked on the CDE Capital Construction webpage.

**3(a)3: Local Strategies for Improvement** In all the statewide strategic initiatives described under **Section 3(a)1**, CDE encourages LEAs to implement them in ways that best suit their community. For charters, this local control is taken down to the school. This is especially seen through the UIP process and Turnaround supports, where schools are encouraged to own their data and to identify root causes, strategies and implementation plans to achieve improved student achievement and attainment. In this way, CDE provides support and TA in a collaborative way, coming alongside schools and LEAs and enabling local decision makers to better navigate the choices and options available to them. To make this job easier for schools and districts, student and school performance information is shared down to the local and school levels and school- and district-wide performance data is shared publicly through the [SchoolView](#) website. Further, CBP will also support in the sharing of promising instructional and school culture practices.

However, ultimately if schools and districts do not improve on their own, the State Board of Education can take action to prescribe a new approach toward ensuring all students receive the educational they deserve. The Board may require conversion of a failing school to a charter school. Further, in an effort to proactively provide access to high-quality charter schools for educationally

disadvantaged students and those in the state’s lowest-performing schools, SOC encourages all schools (and the CCSP subgrant program gives priority) to serve an increased number of these students through use of a weighted lottery. As charter schools are outperforming noncharter schools in terms of student outcomes for educationally disadvantaged students, this strategy is helping to close the achievement gap (See **Section 3(d)**).

### **3(b) Policy Context for Charter Schools. (5 points)**

**3(b)1: Charter Flexibility** Charter schools have historically been provided with a high degree of autonomy outlined in statute and routinely granted through waivers to state statute and rule, waivers to local district rules, and policies negotiated in their charter contract.

Independent budgeting and expenditures are provided for charter schools in *CRS 22-30.5-104(7)(a)*, which outlines that “*a charter school shall be responsible for its own operation including, but not limited to, preparations of a budget, contracting of services, facilities, and personnel matters.*”. *CRS 22-30.5-111.5 & 112* speak to charter school financing, with charter schools receiving 100% of the per pupil revenue rate of their geographic district (see additional details in **Section 3(a)2**), so long as they remain in compliance with the Public School Finance Act.

As of January 1, 2015, there are now two types of state waivers a charter school can seek, automatic and non-automatic. Pursuant to *CRS 22-30.5-103*, 18 ***automatic waivers*** are now automatically granted to all charter schools upon the execution of a charter contract, renewal or extension (for the term of that contract).

All non-automatic waivers must be reviewed by SOC and the State Board, where a rationale for how the added autonomy will enhance educational opportunity and quality is considered (*CRS 22-2-117(1)(a)*). Charter schools can seek additional autonomies through waivers to any statute, other than those expressly prohibited in statute, or that violate federal law, such as:

- Statute or rule concerning school accountability committees (*CRS 22-11-401*)
- Statute or rule related to required state assessments pursuant to *CRS 22-7-409*.

- Statute or rule necessary to prepare performance framework reports (*CRS Title 22, Article 5*).
- Statute or rule necessary to implement “Public School Finance Act” (*CRS Title 22, Article 54*)
- Statute or rule relating to “Children’s Internet Protection Act” (*CRS Title 22, Article 87*)

The automatic and commonly-pursued waivers provide charter schools with autonomies regarding use of time, school calendar, school-day length, hiring and personnel practices, staff and principal evaluation methods, staff compensation, procurement, educational program, curriculum, extra-curricular activities, etc. Many authorizers have also been engaged in developing lists of “automatic waivers” that they utilize to routinely exempt charter schools from local policies. A full list of the automatic waivers and commonly-pursued waivers is provided in **Appendix E.1**.

**3(b)2: Access to Federal Funds** Colorado takes several steps to ensure that LEAs annually and meaningfully inform each of their charter schools about federal funds the school is eligible to receive and federal programs in which the charter school may participate, and to ensure that each charter school in the state receives timely disbursement each year of the commensurate share of federal funds allocated by formula, especially during the first year of operation and any year with significant enrollment expansion. These steps include:

1. CDE Federal Programs’ “Year at a Glance” document provided in CDE trainings on federal programs, directly to all LEAs, and posted on LEA’s webpages includes an action in December to “*Consult with charter schools regarding Federal funds the school is eligible to receive and Federal programs in which the charter school may participate, including during the first year of operation of the school and a year in which the school’s enrollment expands significantly*” (<http://www.cde.state.co.us/fedprograms/consapp/trainctr#materialsresources>). Similar language is also included elsewhere on the Federal Programs webpages.

2. CDE’s online Consolidated Application for federal funding has a “*Charter Schools: Verification of Consultation*” section that has the following language:

*Charter Schools: Verification of Consultation*

*It is the LEA's responsibility to ensure that “timely and meaningful information” is shared with charter schools so the charter school can make an informed decision about whether to apply to participate with the district in Federal Programs. This section is to ensure that information is disseminated in a timely and meaningful way. 34CFR 76.789(a)....*

*Indicate the level of participation for all charter schools in the LEA using the key below....*

3. CDE’s Federal Programs team has established protocols for reviewing the Consolidated Application strategy-based budget to ensure inclusion of charters, when applicable. Should a district have two or more charter schools but not include any activities for those schools, CDE staff will follow up with the LEA to determine if a consultation has taken place. Charter Schools must be served with Title I funds if the school is prioritized through the Title IA rank order requirements. If an LEA has charters with a Priority Improvement or Turnaround accountability rating, Title IIA funds should be targeted to meet the needs of those schools, just as would be the case with noncharters with those accountability ratings.

4. CDE’s Federal Programs team hosts annual Leadership Academy and Consolidated Application trainings that include an ESEA 101 Session where LEAs are informed & reminded of their responsibility to inform each charter about Federal funds and Federal programs and to ensure timely disbursement to each charter school in the LEA of 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.

5. CDE’s Federal Programs team conducts a review of end of year LEA budget reports to determine if charters in the LEA are receiving their commensurate amounts of federal funds. CDE follows up with districts when gaps are identified.

6. Information about Competitive federal program/funding opportunities are broadly advertised by CDE in the following ways:

- Information about competitive federal programs and applications processes are made available on the webpages of the CDE office overseeing that competitive program.

- CDE’s Charter Schools webpage links to CDE’s Competitive Grants and Awards webpage, which provides links to all state and federal competitive programs.
- Information and reminders on competitive programs and their applications processes are widely advertised ahead of time to superintendents, authorizers, charter schools, The League, etc. through the monthly “*CDE Update*” and weekly “*The Scoop*” announcement bulletin, both broadly sent electronically and also posted on CDE’s website.

7. SOC has protocols in place to proactively reach out to new charter schools, as follows:

- Notifications and updates on federal funding and federal programs, including competitive federal programs, are sent to a broad range of individuals associated with new or existing charter schools via the CDE Charter Schools ListServ (currently 1,192 recipients).
- Federal program eligibility and access expectations are outlined for new charter school planning teams at our annual, 2-day Charter School Boot Camp training, and at various topic-based sessions at our Annual Finance Seminar, Authorizer, and webinar trainings.
- CCSP-recipient charters identify anticipated school demographics & corresponding federal funding streams they are pursuing within their CCSP grant application.
- CCSP-recipient charters identify actual school demographics and federal funding received in their Renewal Proposal required to continue their funding for a subsequent year and during a site visit in the 1st year of operation.

SOC utilizes this information to instigate discussion with the school if expectations are not met.

Any irregularities or unfair treatment is raised to CDE Federal Programs for review and action.

**3(b)(3) Compliance with applicable federal laws:** Subgrantee projects are monitored to assure compliance with applicable federal requirements, including, but not limited to sections 613(a)(5) and 613(e)(1)(B) of IDEA (20 U.S.C. 1400, *et seq*), the Age Discrimination Act of 1975 (42 U.S.C. 6101, *et seq*), title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d, *et seq*), title IX of the Education Amendments of 1972 (20 U.S.C. 1681, *et seq*), and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794). Compliance with these requirements is outlined under

the definition of eligible applicant and required certifications/assurances of the CCSP Grant RFP.

Further, state statute *CRS 22-30.5-104(3)* provides support compliance with these requirements: *“A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services.”* This statute also states that charters are subject to any court-ordered desegregation plan in effect for their authorizer, and must have open enrollment to *“any child who resides within the school district”* and that *“enrollment decisions shall be made in a nondiscriminatory manner.”*

Rule 1 CCR 301-88 §2.02 outlines requirements for nondiscrimination in charter schools, including that charters and their LEAs are required to provide evidence of: annual training on nondiscrimination laws to employees and board members, access and services for students with disabilities consistent with federal and state law, access and services to educationally disadvantaged students consistent with federal and state law, nondiscriminatory enrollment and recruitment practices, and annual review of its discipline and enrollment records to ensure equitable treatment under federal and state law.

Questions of noncompliance are investigated, and confirmed violations are addressed with the school and LEA through corrective action, including suspension or termination of federal funding.

### **3(c) Past Performance (10 points).**

**3(c)1: Increase in High-Quality Charter Schools** Table 3.c.1 presents the number and percentage of charters considered high-quality from 2010-2014 (2015 data is not yet available). In terms of the number of high-quality charter schools, defined as all charter schools identified as “Performance” under Colorado’s school accountability system (see **Section 4(iv)**), numbers remained relatively flat from 2010 to 2011, but have steadily increased since 2011. The percentage of all charters considered high-quality, after a dip in 2011, has steadily increased. We believe the dip in 2011 was likely influenced by the opening of 8 new charter schools in 2010 and 2011 to specifically serve educationally disadvantaged and at-risk middle and high schools students that

struggled in their early years to adjust their educational model to meet the needs of these students.

<b>Table 3.c.1: Number &amp; Percentage of High-Quality Charter Schools</b>					
	2010	2011	2012	2013	2014
Number considered high-quality	124	124	137	146	156
Percentage considered high-quality	77.0%	71.7%	74.9%	76.4%	77.2%

**3(c)2: Decrease in Poor-Performing Charter Schools** Table 3.c.2 presents the number and percentage of charters considered poor-performing from 2010-2014. Poor-performing is defined as charters operating 3+ years and identified as Turnaround or Priority Improvement under Colorado’s accountability system (see **Section 4(i)**). Charters saw an increase in 2011 and 2012 that mirrors that in **Table 3.c.1**. After an increase in 2011 and 2012, the percentage of all charters considered poor-performing has steadily decreased. Of the 20 poor-performing charter schools in 2012, 5 were closed, 10 improved, and 5 may face closure after intermittent performance.

<b>Table 3.c.2: Number &amp; Percentage of Poor-Performing Charter Schools</b>					
	2010	2011	2012	2013	2014
Number considered poor-performing	9	17	20	15	12
Percentage considered poor-performing	5.6%	9.8%	10.9%	7.9%	5.9%

**3(c)3: Academic Achievement and Attainment** As a whole, charters are outperforming noncharters in Colorado, while increasingly serving a population more similar in demographic to noncharter schools. An increasing number of the top 10 schools in the state are charter schools.

**Academic Achievement.** For the fourth year in a row, charters have outperformed noncharters in proficiency for 4<sup>th</sup> and 8<sup>th</sup> grade students in both reading and math. **Table 3.c.3a** shows these measures, which also serve as GPRA measures for this CSP program. Charters now outpace noncharters by 4-7.5 percentage points in both subjects and grade levels. Moreover, the rate at which charters outpace noncharters has grown over time.

**Academic Growth: Colorado Growth Model & Median Growth Percentile.** The Colorado Growth Model identifies how individual students, and groups of students, progress from year to

Table 3.c.3a: Percent Proficient or Advanced					
	2010	2011	2012	2013	2014
Charter/Noncharter 4th Grade Reading	69.81%	72.39%	73.95%	72.42%	72.61%
	66.11%	65.01%	66.60%	67.55%	66.81%
Charter/Noncharter 4th grade Math	71.04%	76.37%	75.93%	73.51%	75.11%
	70.81%	70.89%	71.35%	71.73%	71.10%
Charter/Noncharter 8th Grade Reading	68.92%	73.66%	72.10%	71.73%	72.78%
	69.04%	67.13%	67.15%	66.59%	65.49%
Charter/Noncharter 8th Grade Math	51.94%	55.85%	54.17%	56.34%	57.92%
	52.01%	51.49%	51.76%	51.17%	51.65%

year toward proficiency on state standards and compares how charter students are progressing academically in comparison to similar students in noncharters. Each student's progress measurement is compared to that of other students in the state with a similar score history in that subject area. Median Growth Percentile is the measure used to identify aggregate growth across schools, groups of students, or groups of schools, measuring the median point on the set of student growth scores. This is an important comparison measure when looking at charter performance against noncharter performance because growth scores are normed against similar peer groups regardless of the governance type of the school the student attends. **Table 3.c.3b** shows the charter sector has consistently higher growth than the noncharter sector. This means students attending charters attain more academically than similar students in noncharter schools.

Table 3.c.3b1: Median Growth Percentile					
	2010	2011	2012	2013	2014
Charter/Noncharter Reading	53	51	51	52	52
	50	50	50	50	50
Charter/Noncharter Math	53	50	51	52	52
	50	50	50	50	50

Information on representation, performance, and growth for educationally disadvantaged student groups is presented in **Section 3(d)**.

**Graduation Rates.** This measure identifies the percentage of 9<sup>th</sup> grade students that graduate from high school, and is a relatively new set of data for SOC.-Colorado's School Performance

Framework reports look at the 4-, 5-, 6- and 7-year graduation rates for each school and their disaggregated student groups (FARM, minority students, students with disabilities, and ELL), and utilize the best of the 4-, 5-, 6-, and 7-year rates for the purpose of determining the school’s graduation rate. (Note: Utilization of the best-of rate allows Colorado’s accountability system to value the contribution of certain models that allow additional time in high school to address differentiated student needs – re-engage dropouts and non-traditional students, concurrent enrollment, etc.).

**Table 3.c.3c** identifies these best-of graduation rates for both charters and noncharters by type of school: Traditional (not online or AEC), Online, and AEC (alternative education campus). Going forward, SOC intends to review this data more thoroughly, but **Table 3.c.3c** provides a high-level baseline showing a steadily improving graduation rate of charter high schools with an improvement of nearly 13 percentage points over the past 4 years for traditional charter schools. Online charter schools have steadily been improving on this measure, gaining nearly 30 percentage points over the past 5 years to close the gap and exceed the rate of noncharter online schools. However, the rate for charter AECs shows a widening gap of now 18 percentage points for the past two years below noncharter AECs. As the proportion of charter students in an online school is nearly 8 times higher than in noncharter schools, and a similarly high proportion of charter students in AECs, the lower graduations rates of these schools is of particular priority under the TA and

<b>Table 3.c.3c: Best of Graduation Rate - % 9th graders graduating in either 4, 5, 6, or 7 years</b>					
	2010	2011	2012	2013	2014
Charter/Noncharter Traditional school grad rate	71.3%	66.1%	89.4%	87.6%	84.2%
	69.6%	72.3%	84.4%	88.3%	89.4%
Charter/Noncharter Online school grad rate	22.0%	19.1%	30.9%	34.6%	51.1%
	33.8%	28.9%	47.3%	48.8%	49.0%
Charter/Noncharter AEC grad rate	24.2%	20.3%	34.5%	34.4%	34.9%
	25.8%	26.2%	49.1%	52.3%	52.9%

proposed CCSP grant activities offered by SOC.

**Postsecondary Enrollment Rate.** This measure identifies high school graduates who went on to enroll in postsecondary education options. This is new data for SOC, as they only recently gained access through the Colorado Department of Higher Education. **Table 3.c.3d** provides a high-level baseline showing that charter high schools as a whole are flat and lag behind noncharter high schools in terms of postsecondary enrollment of their graduates. While deeper analysis is needed, we believe much of the gap between charters and noncharters on this measure can be explained by the significant number of AEC charter high schools and a few large online charter schools. We can also tell from this data that the postsecondary enrollment rate for charter schools has continued to run relatively parallel to noncharter schools, with the gap slightly narrowing, but with both rates declining somewhat over the past 5 years.

<b>Table 3.c.3d: Postsecondary Enrollment Rate - % HS graduates enrolled in postsecondary education</b>					
	2010	2011	2012	2013	2014
Charter/Noncharter Postsecondary Enrollment Rate	45.08%	44.34%	44.57%	43.66%	44.33%
	58.47%	57.99%	57.60%	56.00%	56.22%

Clearly more analysis and focus is needed on postsecondary enrollment rate and graduation rate measures to identify key findings where additional TA from SOC and CDE’s PWR team can provide more targeted supports to improve on these outcome measures, which will be a priority under CCSP (see **Section 3(h)3i** for research and evaluation plans).

**3(d) Quality of Plan to Support Educationally Disadvantaged Students (15 points).**

**3(d)1i: Assisting educationally disadvantaged through subgrant** Colorado’s CSP subgrant program focuses primarily on assisting students to achieve Colorado Academic Standards and meet state accountability expectations (including achievement measures) by targeting our subgrant competition’s Selection Criteria on key quality elements for both academic instruction and accountability, such as how the school will meet the needs of educationally disadvantaged and

at-risk students (See **Appendix E.3** p. 39). Secondly, SOC also provides a robust offering of TA (outlined under **Sections 3(a)** and **3(h)**) to ensure subgrantee and existing schools, and their authorizers, have the information and resources needed to ensure their schools produce high-quality outcomes for students. Our CSSP program serves not only as a gateway to help ensure minimum elements of a quality plan are in place before a school is funded to open, replicate, or expand, but also provides wrap-around supports to ensure that a quality charter plan is implemented with fidelity to result in high-quality student outcomes. Likewise, for replicating and expanding schools, three years of strong academic performance with the highest rating of “Performance” on the SPF must also be demonstrated as a point of eligibility. The performance data presented in **Section 3(c)** demonstrates that this strategy is resulting in a high-quality charter sector in Colorado where academic achievement and growth surpasses that of noncharters, not just overall, but also for educationally disadvantaged students.

Charter service of educationally disadvantaged students has become an SOC focus of CCSP activities in recent years. SOC began more closely analyzing achievement and pupil representation for educationally disadvantaged groups in charters over the past couple years in conjunction with our **Weighted Lottery Policy for Educationally Disadvantaged students** (see **Appendix E.6**). **Table 3.d.1i** (and **Charts 3.d.1i1-3** in **Appendix E.1**) present achievement data for three main educationally disadvantaged student subsets: economically disadvantaged students as measured by eligibility for Free and Reduced-priced Meals (FARM), English Language Learners (ELL), and Students with Disabilities (identified with an IEP). The data shows charters achieve a higher percentage of students in these subsets meeting or exceeding state academic standards. This is true in both Reading and Math across all 5 years for all three educationally disadvantaged groups.

**Weighted Lottery Policy for Educationally Disadvantaged students.** Colorado was the first and only CSP SEA recipient approved (Spring 2015) by the federal CSP office to institute a weighted lottery policy for educationally disadvantaged students. This policy (attached in **Appendix E.6**) allows CDE to allow subgrantee schools and encourage existing charter schools to

<b>Table 3.d.1i: Academic Achievement for Educationally Disadvantaged PK-12, % proficient or advanced for charter and noncharter schools</b>					
	2010	2011	2012	2013	2014
Charter/Noncharter Reading - FARM	55.37%	54.79%	55.12%	56.91%	55.95%
	51.14%	49.96%	52.29%	52.89%	51.85%
Charter/Noncharter Math - FARM	42.73%	43.22%	42.61%	44.79%	43.55%
	39.03%	39.58%	39.48%	40.42%	39.70%
Charter/Noncharter Reading - ELL	50.72%	50.90%	50.50%	53.48%	52.82%
	41.02%	41.22%	43.22%	44.98%	44.35%
Charter/Noncharter Math - ELL	45.21%	45.94%	45.98%	47.85%	45.35%
	35.14%	36.44%	36.27%	37.67%	37.15%
Charter/Noncharter Reading - IEP	27.48%	27.28%	27.38%	24.46%	24.73%
	22.02%	20.28%	21.56%	21.39%	20.75%
Charter/Noncharter Math - IEP	23.04%	22.05%	21.70%	19.95%	20.39%
	18.84%	18.26%	17.97%	17.79%	17.14%

enroll and serve more educationally disadvantaged students by offering additional weight for students in that category in their lottery. As academic performance of educationally disadvantaged students is higher in charters, by encouraging charters to serve higher proportions overall educational outcomes for educationally disadvantaged students will be impacted.

CDE also seeks to motivate schools to serve more educationally disadvantaged students by providing additional priority points under CCSP grant Selection Criteria to schools that employ a weighted lottery or other effective recruitment tools to ensure their school meets or exceeds a locally representative population of educationally disadvantaged students (see **Appendix E.3**,p.39)

**3(d)1ii: Reducing Achievement Gaps** Not only do charters see higher academic outcomes overall, they also are producing higher growth for those educationally disadvantaged.

**Academic Growth for Educationally Disadvantaged.** Table 3.d.1ii shows academic growth is significantly higher for these students at charters. FARM and ELL students experience higher growth rates in charters than noncharters. For students with disabilities (identified with an IEP), charters have provided for each of the past 5 years an equal or higher rate of growth than their

noncharter counterparts. See also **Charts 3.d.1ii1-2** and **Chart 3.c.3b3** in **Appendix E.1**)

Increasing access to high-quality charters means that educationally disadvantaged students have the opportunity to catch up and keep up with their peers thus closing achievement gaps. **Section 3(h)** outlines the CCSP Theory of Action and project-specific performance targets used to identify and measure progress toward achieving standards and closing achievement gaps through increased growth for charter school students, and educationally disadvantaged students specifically.

<b>Table 3.d.1ii: Median Growth Percentile - Educationally Disadvantaged</b>					
	2010	2011	2012	2013	2014
Charter/Noncharter Reading - FARM	52 48	49 47	50 47	51 48	50 47
Charter/Noncharter Math - FARM	49 47	49 48	48 47	52 47	49 47
Charter/Noncharter Reading - ELL	58 52	55 52	54 50	57 53	54 51
Charter/Noncharter Math - ELL	56 51	55 52	55 50	58 51	53 50
Charter/Noncharter Reading - IEP	44 42	47 44	48 45	45 44	50 45
Charter/Noncharter Math - IEP	42 42	44 43	47 44	43 43	46 44

**3(d)2: Recruitment of Educationally Disadvantaged** CDE measures and monitors access to public schools for educationally disadvantaged students, and SOC compares representation in charters v. statewide representation as part of its **Weighted Lottery Policy for Educationally Disadvantaged students**. **Table 3.d.2** shows an overall positive trajectory with the representation gap between charters and statewide averages steadily reducing (a 50% reduction of the gap over the past 5 years as identified by the “percentage point gap” line of this table). This is true particularly for economically disadvantaged students (FARM-eligible) and Migrant Students. The previous gap in charter representation of ELLs has already closed with charters exceeding the statewide representation by 1.6+ percentage points.

Compliance and adherence to nondiscrimination requirements for educationally disadvantaged students regarding recruitment, enrollment, service, and retention is addressed under

<b>Table 3.d.2: Educationally Disadvantaged Representation, % of pupil enrollment grades PK-12</b>					
	2010/11	2011/12	2012/13	2013/14	2014/15
Charter/Statewide FARM Eligible Students	30.73%	32.63%	34.49%	35.40%	35.10%
	39.90%	40.85%	41.56%	41.90%	41.59%
Charter/Statewide Students with IEP	6.07%	5.98%	6.24%	6.22%	6.12%
	9.63%	9.70%	9.77%	10.06%	10.08%
Charter/Statewide ELL Students	11.92%	13.29%	14.25%	15.53%	15.90%
	13.92%	14.40%	14.44%	14.45%	14.27%
Charter/Statewide Migrant Students	0.09%	0.05%	0.08%	0.09%	0.11%
	0.37%	0.28%	0.26%	0.25%	0.27%
Charter/Statewide Homeless Students Charter/Statewide -	1.33%	0.65%	0.81%	0.81%	0.79%
	1.58%	1.65%	1.65%	1.91%	1.81%
All Educationally Disadvantaged	50.14%	52.60%	55.87%	58.05%	58.02%
	65.39%	66.88%	67.69%	68.57%	68.02%
<i>percentage point gap between charter &amp; statewide</i>	<i>-15.25%</i>	<i>-14.28%</i>	<i>-11.82%</i>	<i>-10.52%</i>	<i>-10.00%</i>

**Section 3(b)(3).** In addition, CCSP subgrantee monitoring includes review of enrollment policies and practices to ensure all students, including educationally disadvantaged students, are equitably and meaningfully considered in accordance with state and federal law. Because recruiting and enrolling broadly is a requirement of the CCSP subgrant, most new charters establish recruitment/enrollment policies aligned to federal expectations in order to be eligible CCSP funds. In this way, subgrant application and renewal processes serve as strong levers to ensure educationally disadvantaged students are meaningfully & equitably considered in charter recruitment, enrollment, service, and retention activities. Administrative Units at authorizers are responsible for reviewing and ensuring compliance with IDEA, ELL, and other federal student protection and nondiscrimination laws.

**3(d)3: Encouraging innovative approaches** As referenced earlier, the CCSP subgrant competition and TA are designed specifically to encourage high-quality service to educationally

disadvantaged students. The CCSP application Selection Criteria require applicants to articulate and justify how their school model and policies specifically support achievement for each of these student subgroups. Innovation is encouraged also through the use of priority points for exceptionally strong plans for serving these students. (See **Appendix E.3**).

**3(d)4: Monitoring Compliance** General monitoring of compliance with federal and state laws regarding equity, nondiscrimination and access for educationally disadvantaged students is addressed under **Section 3(b)3**. CSP monitoring visits to Colorado by WestEd in recent years have reviewed and found compliant CDE and CCSP grant policies and practices concerning monitoring of compliance in these areas. For single-sex charter schools, additional TA and review of school policies is conducted to ensure compliance with the Equal Protection Clause of the U.S. Constitution (as interpreted in *United States v. Virginia*, 518 U.S. 515 (1996) and other cases) and Title IX of the Education Amendments of 1970 (20 U.S.C. 1681 *et seq*) and its regulations, including 34 CFR 106.34(c).

**Monitoring of Lottery and Enrollment Policies.** SOC secured approval of its **Weighted Lottery Policy for Educationally Disadvantaged students**, which provides for review and approval of weighted lotteries consistent with those expressly permitted in Section E of the **CSP Non-regulatory Guidance** (Jan 2014) and state statute. Under this policy, SOC reviews and approves proposed policies after the school’s authorizer signs off on the policy. This process allows SOC to ensure use of weighted lotteries remains compliant with federal/state requirements.

CDE assures that SOC reviews and approves all current/proposed lottery and enrollment policies and practices for CCSP subgrant applicants and recipients to ensure compliance with state and federal expectations. All subgrantee lottery/enrollment policies must limit preferences (continuing students, siblings, small % of staff/founder children, in-district students only) and weights (NCLB choice eligible or educationally disadvantaged) to those categories of students expressly allowed under Section E of the **CSP Non-regulatory Guidance**. *CRS 22-30.5-106(1)(l)* also requires all authorizers to review proposed lottery and enrollment policies for compliance with

federal/state requirements, as well as any desegregation, ELL or other federal/court orders, as part of the charter application, and include a mutually-agreed policy in their charter contract.

### **3(e) Vision for Growth & Accountability (10 points)**

CDE is committed to achieving additional growth in both charter school numbers and charter school performance/outcomes. Toward this end, SOC analyzes from a charter-specific perspective a broad variety of demographic and performance data collected by CDE (including, but not limited to, pupil demographics by charter and by geographic location, student achievement and growth by various demographics and school models, growth gaps, graduation rates, postsecondary enrollment rates, ACT outcomes, drop-out rates, retention rates, student discipline incidences, outcomes by authorizer, educator performance, HR data, staff retention and compensation, etc.). Going forward, SOC will also be partnering on this work with the Director of Research & Strategy at The League, CDE Accountability Office, and any additional external evaluators.

**3(e)1: Public Reporting** CDE understands public reporting is a key part in holding charters and authorizers accountable for performance. At minimum, Colorado statute requires a triennial State of Colorado Charter Schools report be developed, published online, and distributed widely outlining charter performance against noncharter performance concerning areas of data collected by CDE. CSP funds will provide CDE sufficient capacity to revisit portions of this report annually. Charter-specific data reports are posted on CDE's Charter School webpages as data becomes available. The charter/noncharter comparison data included in this application will also be posted.

Further, each charter has individual performance posted publicly through their SPF on CDE's [Schoolview](#) website. The Schoolview Data Lab allows anyone to pull individual and aggregate achievement and growth data for all schools, including charter schools, by year, content area, LEA, school, school level, grade level, student subgroups, school type, administrative unit, geographic area of the state, etc.

**3(e)2: Increasing the number of high-quality charter schools** This is the focus of **CSP Objective 1**, outlined in **Section 3(a)**. Colorado has a strong historical record on this, as

presented in **Table 3.e.2** (see **Appendix E.1** for an expanded version). Charters represent an increasingly higher percentage of total PK-12 public school students statewide (also shown in **Chart 3.e.2a** in **Appendix E.1**), having outpaced statewide enrollment growth for 20 years. **Table 3.e.2a** also shows SOC’s forecast for the number of new, closed, and total charters estimated for upcoming years. These numbers are based on current planning groups, as well as recent, historical trends in sector growth. Projections include only new schools, and do not reflect the 3-6 one-time, significant expansion projects each year anticipated.

Over our recent 5-year CSP award, Colorado fell shy of projected subgrant targets (See **Table 3.e.2b** below) due to the impact of the 2008 recession on our state’s economy resulting in reduced

<b>Table 3.e.2a: Charter School Numbers and Enrollment as number and statewide percentage</b>					
	# Charters Opened	# Charters Closed	# Charters Operating	# Charter PK-12 Enrollment	Charter PK-12 Enrollment as % Statewide Enrollment
2010-11	17	5	173	72,989	8.66%
2011-12	12	2	183	83,455	9.77%
2012-13	11	3	191	89,850	10.40%
2013-14	16	5	202	95,860	10.93%
2014-15	13	1	214	101,359	11.40%
<i>2015-16</i>	<i>14</i>	<i>1</i>	<i>227</i>	<i>107,000</i>	<i>12.00%</i>
<i>2016-17</i>	<i>17</i>	<i>1</i>	<i>243</i>	<i>113,500</i>	<i>12.50%</i>
<i>2017-18</i>	<i>19</i>	<i>2</i>	<i>260</i>	<i>120,000</i>	<i>13.00%</i>
<i>2018-19</i>	<i>22</i>	<i>1</i>	<i>281</i>	<i>127,000</i>	<i>13.50%</i>
<i>** Figures in Italics are based on reasonable projections.</i>					

state revenues and per pupil funding and dramatic reduction in public giving to nonprofit/ educational causes. At the same time, the introduction higher quality CCSP subgrant Selection Criteria meant charter planning teams took more time to succeed at securing the CCSP subgrant needed for their planning and implementation of the new school.

Colorado’s economy has since rebounded to one of the strongest economies in the country, and with it an even more vibrant demand for charter offerings, as seen with 35 applicants for 2014/15 (**Table 3.e.2b**), nearly double the previous year. For 2015/16, SOC expects at least 36 potential

applicants. While SOC does have remaining funds under a one-time, no-cost extension of Colorado's 2010-15 CSP award, this can only fund 6 subgrants – significantly less than demand.

<b>Table 3.e.2b: Number of CSP Subgrants Targeted, Awarded, and Applications Received under Colorado's previous 2010-15 CSP grant.</b>							
	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	Total
# New CSP Subgrants Targeted	16	17	17	18	18	0	86
# New CSP Subgrants Awarded	11	8	13	11	16	6	65
# of CSP Subgrant Applicants	16	15	15	18	33	36	133
<i>* numbers in italics are projected.</i>							

There are a number of other factors that will continue to drive both quality and growth in Colorado's charter sector over the next few years, such as inclusion of charters conversions in the state's accountability/turnaround plan, LEA use of charters to drive specific initiatives or address enrollment distribution, rural LEAs increasingly inquire about the benefit charters may bring to their context, and efforts to improve outcomes for educationally disadvantaged through charters. Based on demand, Colorado projects the following for a new 3-year 2015-18 CSP award:

<b>Table 3.e.2c: Projected number of CSP subgrant applicants and targeted number of CSP Subgrant Awards over requested 3-year 2015-18 CSP Award</b>				
	Project Year 1	Project Year 2	Project Year 3	Total
	2015-16	2016-17	2017-18	2015-18
<i>Projected # of new charters to open in following year</i>	17	19	22	58
<i>Projected # of new school applicants</i>	32	33	37	102
<i>Projected # of significant expansion applicants</i>	4	6	3	13
<i>Total # of Projected applicants</i>	36	39	40	115
<b>Targeted # of new CSP Subgrant Awards</b>	<b>18*</b>	<b>19</b>	<b>20</b>	<b>57</b>
Total Funding Request**	\$11,482,106	\$12,120,000	\$12,757,894	\$36,360,000
<i>*in addition to 6 subgrant awards anticipated under no-cost extension from Colorado's 2010-15</i>				

CSP Award. \*\*Amount is based on average award of \$202,000 per year for three year and 5% administrative expenses. More detail provided on subgrant competition in **Section 3(i)**.

**3(e)3: Closing poor-performing charter schools** As covered in **Section 3(a)3** and **Section 3(c)2**, Colorado’s accountability system requires closure (through nonrenewal, revocation, or voluntary termination) of poor-performing charter schools, especially if interventions prove insufficient. **Table 3.e.2a** shows 47 poor-performing charters closed over the past 20 years. CDE’s “**Sample Closure Framework**” resource provides guidance to authorizers on notifications about closure, developing/ monitoring a closure plan (reassigning students, distribution of assets, transfer of student records, notification of vendors, etc.), finalizing school affairs (governance, operations, finance, and reporting), and dissolution (<http://www.cde.state.co.us/cdechart/distauthinfo>).

**3(f) Dissemination of Information and Best Practices (10 points)**

CDE recently launched the Center for Best Practice (CBP). CBP will lead statewide in identifying and disseminating information on best and promising practices in Colorado schools, including charter schools. CBP is designed document stories of schools that have innovated and learned something important that could help others. The department plans to begin producing and publishing case studies in Fall 2015. The department has already identified a charter case study among some of the first few to be produced. SOC will partner with the CBP office on dissemination of charter school best and promising practices. Case studies will be selected from charters showing exceptional academic, behavioral, or PWR outcomes in one or more area, particularly those achieving exceptional outcomes with educationally disadvantaged students, diverse student populations, and high at-risk populations, utilizing innovative/unique educational programs, and through different education delivery methods/models: alternative education campuses (AEC), online schools, blended, inclusion, career-tech, early college, etc.

Currently the department is engaging educators from around the state to determine the best way to organize and distribute CBP stories and related resources, including those from charter schools. Distribution efforts, at minimum will include posting of stories, case studies and other resources on

CDE’s CBP webpage, in the Colorado ConnectED platform (unlimited users starting in Fall 2015, currently 250 educators from 15 districts), the monthly “CDE Update” (electronic to LEAs) the weekly “The Scoop” (electronic to over 3,618 educators, parents, and community members), SOC’s Charter School ListServ (currently 1,192 recipients), the CDE Online & Blended Learning Office’s ListServ, to charter authorizers, to CCSP subgrantees, and incorporated into CCSP TA.

The success of dissemination activities will be measured by achieving a target of 10% of CBP case studies highlighting charter practices (output measure 2.13), and ultimately through increased student outcomes across state accountability measures in the long-term.

Colorado will not reserve funding for a dissemination subgrant competition.

### **3(g) Oversight of Authorizers (15 points)**

Establishing strong authorizer practices is essential to maintaining a high-quality charter school sector. SOC has established working relationships with a majority of Colorado’s authorizers through quarterly authorizer meetings and through outreach at charter contract renewals.

**3(g)1: Approving High-Quality Planning Teams.** Potential authorizers must have processes/procedures in place, like those outlined in the NACSA Principles & Standards guide, to ensure a high bar is set for charter applicants and that only developers with a high-quality plan are approved. SOC works closely with The League’s New School Development team to reach out to authorizers once new charter planning teams are identified. When an authorizer has little experience or capacity, we can connect them to CSI to partner or run their charter application process. As CSI is also a state agency, they support CDE in providing authorizer best practice support statewide. Over 2014/15 we partnered with NACSA to provide online resource access to small districts and non-NACSA-member authorizers. SOC’s continuation of this authorizer work under **CSP Activity 2.1** is outlined under **Sections 2.1** and **3(h)**.

**3(g)2: Evidence-based charter applications.** State statute provides an annual charter application window the Fall before a school is intended to open. Several more-established, quality authorizers (Denver, Aurora, Douglas and CSI) have a Spring submission 18 months before

opening to provide additional post-authorization for planning and school design time. The *Colorado Charter Schools Standard Application* resource is available on CDE’s Charter Schools webpage, to provide a template for charter application structure and consideration (newly updated Summer 2015). Research and evidence-based educational programming is also available to charter planning teams in the form of the “Standards for Continuous School Improvement” (part of the CSSI standards). SOC will work with CBP to highlight areas of success in school models and educational programs at the annual Charter School Boot Camp and through topic-based webinars.

**3(g)3: Measurable Performance** Measurable academic and operational performance expectations are primarily established through the state’s accountability system, outlined under **Sections 1.2(a)3, 1.2(b), 4(iv)** and **Appendices E.1 & E.4**, but authorizers may add additional measures, such as interim, literacy, and school readiness assessments for early grades, finance and operational measures, enrollment targets, parent & student satisfaction, credit recovery, etc. to its performance expectations for charter s. Schools also set targets for academic and operational performance consistent with the mission and vision of the school &/or unique education programming (such as online, blended, alternative, competency-based) through strategic planning incorporated into their annual UIP (see **Sections 1.1 & 1.2**, and **Appendix E.1**). While online schools use the standard SPF, a separate AEC SPF allows scope to add/ substitute measures unique to the schools’ situation and at-risk focus. Universal pre-kindergarten is not provided in Colorado, but school readiness standards do exist for charter schools that do offer pre-kindergarten.

**3(g) 4-7:** Annual charter monitoring is outlined under **Sections 1.2(b), 1.2(d)** and **2.1(a)**. The availability of annual reports for portfolios of charter schools is addressed under **Section 2.1(b)**, and reporting of charter performance is covered under **Sections 1.2(a)3, 2.1(b), & 3(e)1**. See **Section 3(b)1** for charter school autonomy, and **Sections 1.1, 1.2(a) 3, 1.2(b), & 2.1(a)** for accountability for results and meeting the terms of their charter contract.

**3(g)8: Accountability during Transition** As referenced under **Section 3(a)**, Colorado has recently implemented new academic standards, has just completed transition to new, aligned state

assessments (CMAS Science and Social Studies in 2013-14 and PARCC English Language Arts and Math in 2014-15). SOC helped disseminate information and TA during the assessment transition. While the accountability under the SPF and DPF reports will remain, PARCC test scores will need to be validated, so results will not be available until winter 2015/16. CDE's Accountability team will be calculating a transitional growth percentile measure for 2015 that spans the previous TCAP test and PARCC, but due to the delayed test scores and the complexity of this measure it may not be available for 2015 accountability considerations. However, growth measures will certainly be available for 2016 and beyond. Districts and authorizers have been provided TA on how to utilize interim assessment data, PARCC participation, and other measures to make decisions on accreditation ratings of schools in lieu of 2015 PARCC scores.

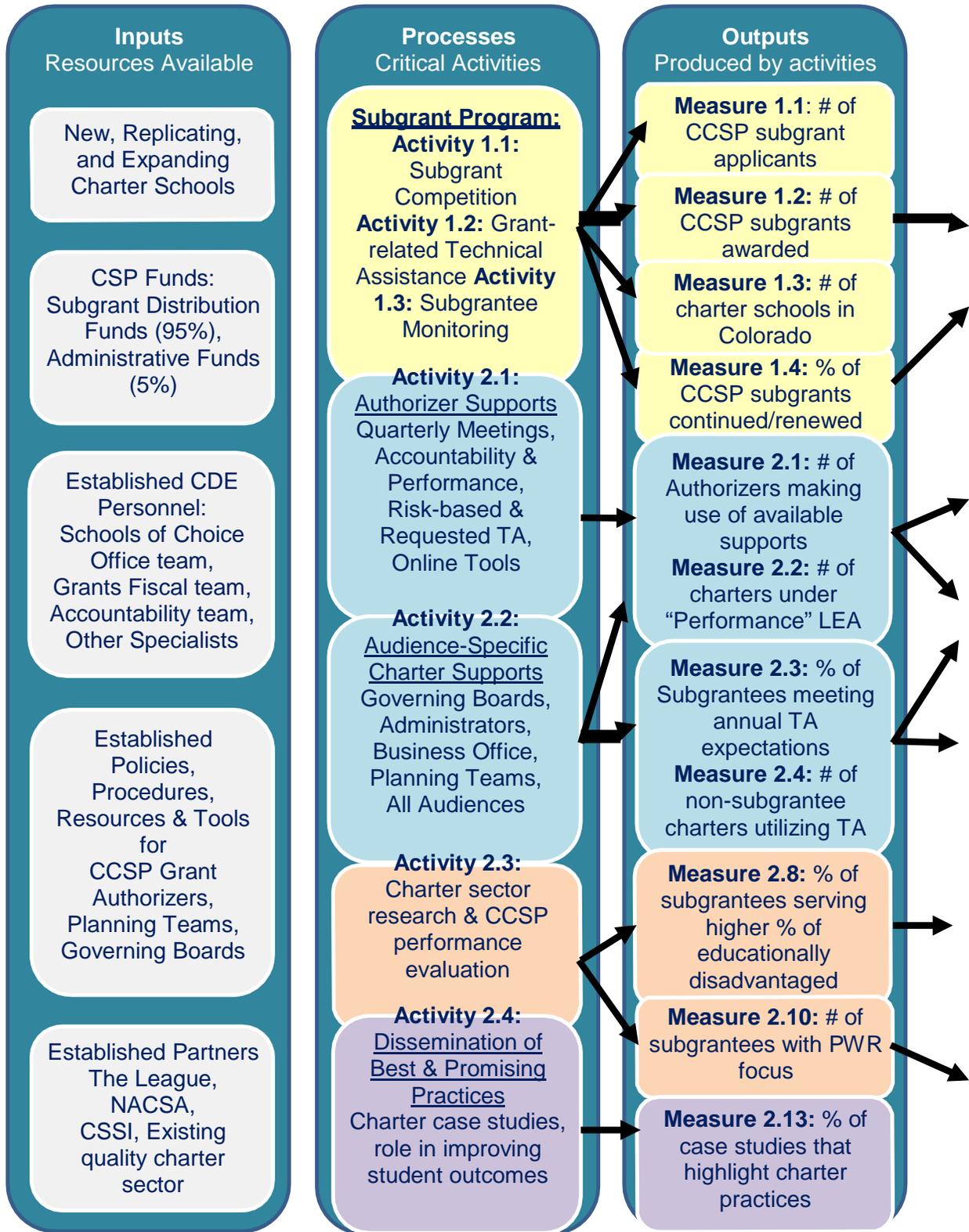
### ***3(h) Management Plan and Theory of Action (Logic Model) (10 points)***

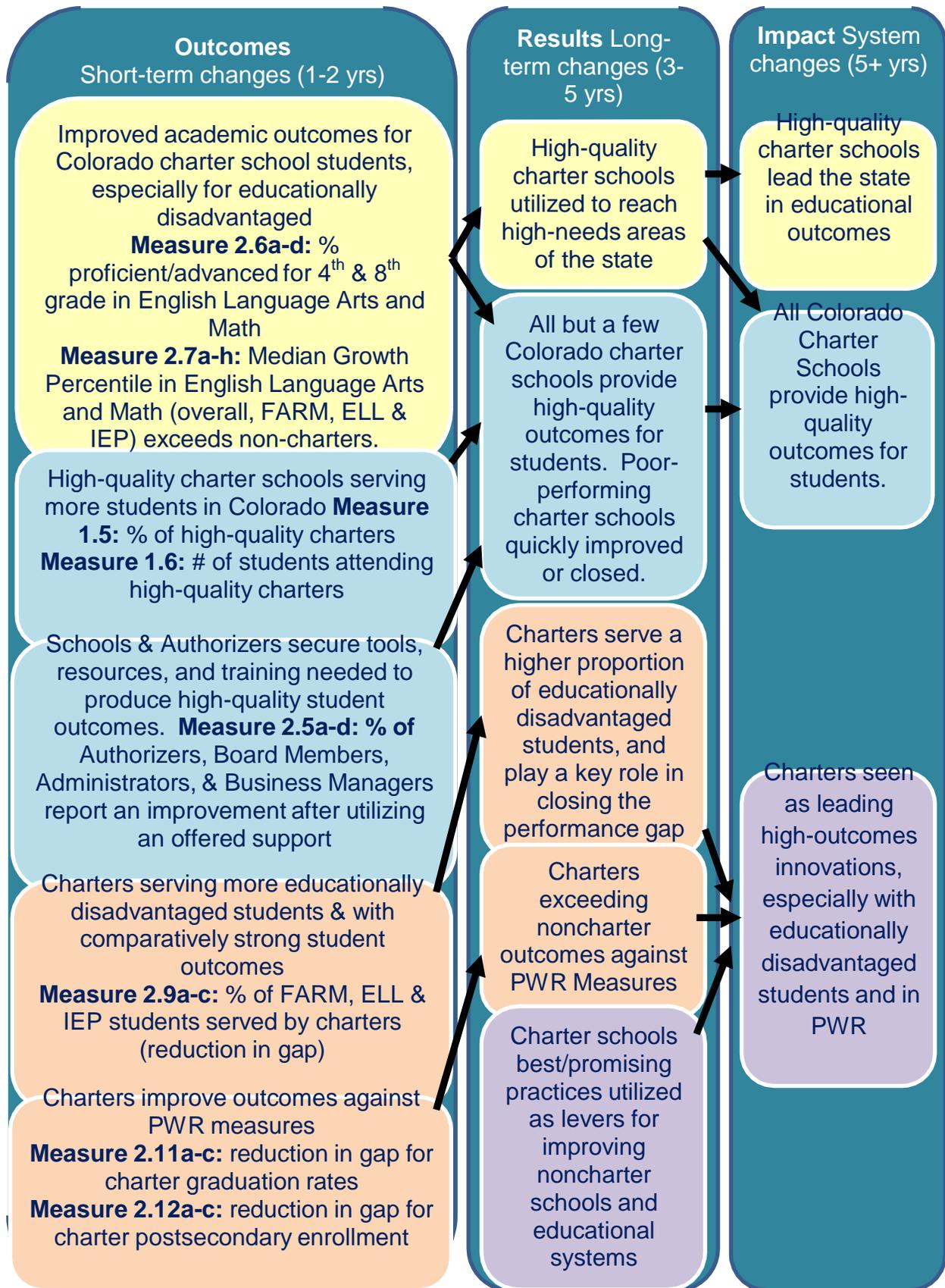
**3(h)1: Logic Model** CDE utilized a Logic Modelling process to develop and represent its Theory of Action, including resources available, critical activities, desired outputs and outcomes, performance measures, long-term results, and systemic impacts, for achieving **CSP Objective 1 & CSP Objective 2**. This Logic Model, designed to 34 CFR 77.1(c) requirements, also serves as the basis from which the Management Plan was developed. The Logic Model for the CCSP project is presented in **Figure 3.h.1**.

**3(h)2: Performance Measures** The proposed CCSP Performance framework (**Table 3.h.2**) outlines, in detail, the performance measures for each CCSP project Activity identified in the Logic Model, including the baseline data and proposed performance targets. Measures are identified as output, outcomes, or GPRA focused. CDE believes these to be useful and representative measures with rigorous, yet attainable targets. Note: **Measure 2.2** looks at the number of schools in high-rated authorizers, rather than the authorizers' performance rating directly, to account for the relative size of charter portfolios.

**3(h)3i: CCSP Management Plan** Presented in **Table 3.h.3i** is the Management Plan for the CCSP project, which outlines the implementation benchmarks for each proposed Activity, key

**Figure 3.h.1: CCSP Logic Model outlining Theory of Action**





<b>Table 3.h.2: CCSP Performance Measures</b>			
<b>Activities</b>	<b>Performance Measures</b>	<b>Baseline Data</b>	<b>Performance Targets</b>
<i>Activity 1.1:</i> Subgrant Competition	1.1 (output): # of CCSP subgrant applicants	35 for 2014-15	36 for 2015-16, 39 for 2016-17, 40 for 2017-18
	1.2 (output): # of CCSP subgrants awarded	16 for 2014-15	18 for 2015-16, 19 for 2016-17, 20 for 2017-18
	1.3 (GPRA): # of charter schools in Colorado	214 for 2014-15	227 for 2015-16, 241 for 2016-17, 256 for 2017-18
<i>Activity 1.2:</i> Grant-related TA	1.4 (output): % of CCSP subgrants continued/renewed	100% for 2014-15	Maintain at 95% or above annually
<i>Activity 1.3:</i> Subgrantee Monitoring	1.5 (outcome): % of high-quality charter schools in Colorado	77.2% for 2014	Increase annually by 2 percentage points
	1.6 (outcome): # of students attending high-quality charter schools	New Measure: This data pull will be established Fall 2015 to help capture the impact of significant expansion projects by high-quality charter schools	Increase annually by 5%
<i>Activity 2.1:</i> Authorizer Supports	2.1 (output): # of Authorizers making use of available supports	28/46 for 2014-15	Increase annually by 10%
	2.2 (outcomes): # of charter schools authorized by an LEA with a “Performance Plan” rating on the Charter Performance Report	New Measure: The initial version of these reports will be generated by the CDE Accountability team, and baseline established, August 2015.	Increase annually by 5%
<i>Activity 2.2:</i> Audience- Specific Charter Supports	2.3 (output): % of subgrantees meeting annual TA expectations	91.7% for 2014-15	Maintain at or above 90% annually
	2.4 (output): # of non-subgrantee charter schools utilizing TA offerings	New Measure: This is a new measure and a baseline will be calculated from 2014-15 TA attendance sheets in September 2015.	Increase 5% annually thereafter
	2.5a-d (outcome): % of authorizers, board members, administrators, and	2014-15 Survey results: 2.5a: 100% of authorizers	Maintain at or above 95% annually

	business managers reporting an improvement in their practices, policies, and/or procedures after utilizing an offered support.	2.5b: 100% of board members 2.5c: 96.8% of administrators 2.5d: 96.5% of business managers	
	2.6a-d (GPRA): % proficient or advanced for 4 <sup>th</sup> and 8 <sup>th</sup> grade in English Language Arts and Math	2014 TCAP results: 2.6a: 4th grade Reading: 72.61% 2.6b: 4th grade Math: 75.11% 2.6c: 8th grade Reading: 72.78% 2.6d: 8th grade Math: 57.92% New Baseline: for 2015, Colorado switched to the PARCC assessment for English Language Arts and Math, which will provide a new baseline.	Increase by 1 percentage point annually for each measure.
	2.7a-h (outcome): Median Growth Percentile for charter school students in English Language Arts and Math (overall, for FARM, for ELL, and for IEP)	2014 TCAP results: 2.7a: overall 52 MGP for Reading 2.8b: overall 52 MGP for Math 2.7c: 50 MGP for FARM Reading (47 noncharter) 2.7d: 49 MGP for FARM Math (47 noncharter) 2.7e: 54 MGP for ELL Reading (51 noncharter) 2.7f: 53 MGP for ELL Math (50 noncharter) 2.7g: 50 MGP for IEP Reading (45 noncharter) 2.7h: 46 MGP for IEP Math (44 noncharter)	Exceed noncharter MGP by 1 or more percentile points for each measure
<i>Activity 2.3:</i> Charter sector and CSP program performance evaluation	2.8 (output): % of subgrantees serving higher % of educationally disadvantaged students than local district.	New Measure to evaluate effects of priority for applicants using weighted lottery or other recruitment methods to serve a higher %. Baseline to be established with analysis of October 2015 data.	At least 30% of subgrantees each year
	2.9a-c (outcome): Increased representation of FARM, ELL, & IEP students served by charter	2014-15 baseline: 2.9a: 6.49 FARM percentage point gap 2.9b: 1.63 ELL percentage point advantage	Reduce gap or increase advantage by 0.50 percentage point annually

	schools as measured by reduction in gap or increase in the advantage in % of students for each group.	2.9c: 3.96 IEP percentage point gap	
	2.10 (output): # of subgrantees with PWR focus	New Measure to evaluate effects of new priority for applicants with PWR focus. Baseline to be established with analysis of 2015 CCSP applications (Nov 2015).	Increase by 3 each year
	2.11a-c (outcome): reduction in gap between noncharter and charter graduation rates for traditional, online, and AEC schools.	2014 Baseline: 2.11a: 5.2 percentage point gap for traditional 2.11b: 2.1 percentage point advantage for online 2.11c: 18.0 percentage point gap for AEC	Reduce gap or increase advantage by 1 percentage point annually
	2.12a-c (outcome): reduction in gap between noncharter and charter postsecondary enrollment rates for traditional, online, and AEC schools.	New Measure: only overall aggregate data collected previously. 2015 data will be analyzed by type of school to establish a baseline for measures 2.12a-c. 2014 data showed an overall gap of 11.9 percentage points.	Reduce gap or increase advantage by 1 percentage point annually
<i>Activity 2.4:</i> Dissemination of Best & Promising Practices	2.13 (output): % of case studies that highlight best and promising practices in charter schools	New Measure: A baseline will be established for 2015-16. The 10% target is based approximately on the percentage of Colorado public schools that are charters.	10% of case studies annually.

persons & partners, timeline for each deliverable, and corresponding Performance Measures to evaluate the impact or success of each deliverable. Articulation of how the management plan will be delivered within budget is described in the **Budget Narrative**.

**Table 3.h.3i: CCSP Management Plan**

<b>Implementation Benchmarks (Person(s)/Partners responsible)</b> Full names of persons/partners can be found in Appendix E.1.	<b>Timeline</b>	<b>Measure of impact or success</b>
<b>Activity 1.1: Subgrant Competition</b>		

Update/release CCSP Grant RFP (G. Schlieman)	Annually, Summer	1.1, 1.2, 1.3
Collect/review Intent to Submit and Eligibility Forms (G. Schlieman, CCSP Support Officer)	Annually, Aug	
Recruit/train/and oversee CCSP Grant Writing Consultants (G. Schlieman)	Annually, Aug, oversee thru Oct	
Recruit /experienced pool of CCSP Grant peer reviewers (G. Schlieman)	Annually, Sep	
Schedule/organize/conduct/record CCSP Grant Reviewer Training (G. Schlieman, CDE Competitive Grants)	Annually, Oct	
Receive CCSP Grant Applications, and distribute to reviewers (CDE Competitive Grants)	Annually, Oct	
Schedule/organize/conduct CCSP Grant Review (CDE Competitive Grants)	Annually, Nov	
Provide notification of CCSP Grant Results (G. Schlieman)	Annually, Nov	
Collect/process/approve required application revisions (G. Schlieman, CCSP Support Officer)	Annually, Nov/Dec	
<b>Activity 1.2: Grant-related Technical Assistance</b>		
Update/release CCSP Guidebook desk resource document (G. Schlieman)	Annually, Aug	1.1, 1.2, 1.4
Schedule/organize/conduct/record CCSP Grant Boot Camp training (G. Schlieman, CCSP Support Officer)	Annually, Aug	
Schedule/organize/conduct/record 2 CCSP Grant Budget Workshops (M. Rodriguez)	Annually, Sep & Jan	1.2, 1.4
Schedule/organize/conduct/record CCSP Grant Post-Award Webinar (G. Schlieman, M. Rodriguez)	Annually, Nov	
Schedule/organize/conduct/record CCSP Grant Renewal Process training (K. Rosensweet)	Annually, Aug or Sep	1.4
Attend 2-day CSP Project Directors' Meeting (G. Morgan, G.Schlieman, or K.Rosensweet)	Annually, dates TBD	
<b>Activity 1.3: Subgrantee Monitoring</b>		

Conduct risk assessments of new CCSP Grant recipients (G. Schlieman, M. Rodriguez)	Annually, Oct-Dec	1.5, 1.6
Fiscal Monitoring: Collect/review/approved CCSP Grant Budgets (M. Rodriguez)	Nov/Dec, & ongoing	
Fiscal Monitoring: collect, review, and approve Annual Financial Reports for each subgrantee (M. Rodriguez)	Annually, Sep/Oct	
Fiscal Monitoring: Mid-year fiscal desk review (M. Rodriguez)	Annually, Feb/Mar	
Fiscal Monitoring: Review of timely draw-down of funds by subgrantees (M. Rodriguez)	Quarterly	
Programmatic Monitoring: Review CCSP Grant applications for concerns (G. Schlieman)	Annually, Oct/Nov	
Programmatic Monitoring: Annual Performance Evaluation through submission of a Renewal Proposal (update/release/collect/review/approve) (K. Rosensweet)	Annually, Sep-Nov	
Programmatic Monitoring: Annually schedule and conduct Year 1 Implementation site visits. (K. Rosensweet)	Annually, Mar-May	
Programmatic Monitoring: Collect/review Final Grant Reports from subgrantees exiting the grant program. (CCSP Support Officer)	Annually, Aug/Sep	
Programmatic Monitoring: Review of charter documents (application & contract), waivers to state statute, and School Performance Frameworks for recipient schools. (K. Rosensweet)	Annually, Aug	
Programmatic Monitoring: Recruit/train CSSI team members (K. Rosensweet, The League)	Annually, Jun-Jul, training Sep/Oct	
Programmatic Monitoring: Schedule/conduct CSSI site visit review of Year 2 Implementation schools; Report results to each school & SOC Office. (K. Rosensweet, The League)	Annually, Nov-May	
<b>Activity 2.1: Authorizer Supports</b>		
Attend NACSA's conference/incorporate best practice into authorizer supports. (G. Schlieman & K. Rosensweet)	Annually, Oct	2.1, 2.2
Schedule/organize/conduct quarterly Authorizer Meetings (G. Schlieman, The League, NACSA, other experts)	Annually, Aug/Dec/Feb/May	

Authorizer Monitoring: Collect/Review Charter Portfolio Performance Report for each authorizer (G. Schlieman, CDE Accountability)	Annually, Aug	
<b>Activity 2.2: Audience-Specific Charter Supports</b>		
Track/provide reports to subgrantees on CCSP TA completion (CCSP Support Officer)	Annually, Jan/Mar/May/Jul	2.3, 2.4, 2.5a-d, 2.6a-d, 2.7a-h
Schedule/organize/conduct 2 Board Fundamentals trainings (G. Schlieman, The League)	Annually, Oct/Jun	
Require/rack Board-related governance training for all subgrantees (CCSP Support Officer)	Annually, monthly	
Schedule/organize/conduct/record 3-4 Topic-based TA Webinars (K. Rosensweet)	Annually, approx. once each quarter	
Schedule/organize/conduct 6 Administrator Mentoring Cohort events (K. Rosensweet, The League)	Annually, Sep/Nov/Jan/Feb/Apr/Jun	
Recruit/train/assign mentors for Administrator Mentoring Cohort (K. Rosensweet, The League)	Annually, Jun-Aug	
Schedule/organize/conduct Annual Finance Seminar (G. Schlieman, The League)	Annually, Sep	
Schedule/organize/conduct 4 Business Managers Network trainings (G. Schlieman, The League, CCSP Support Officer)	Annually, Nov/Jan/Mar/May	
Schedule/organize/conduct 2+-day Charter School Boot Camp for planning teams (G. Schlieman, K. Rosensweet, various CDE Offices, and The League)	Annually, Apr	
Schedule/organize/conduct Western Slope Seminar (G. Schlieman, K. Rosensweet, The League)	Annually, May	
Attend National Charter School Conference to further develop expertise in charter school best practice, and share about best practice in Colorado (G. Morgan, Rebecca Holmes, G. Schlieman)	Annually, June	
<b>Activity 2.3: Charter sector and CCSP program performance evaluation</b>		
Collect/review data on use of weighted lotteries for educationally disadvantaged students and educationally disadvantaged student representation in high-quality charters. (G. Schlieman)	Annually, Apr	2.8, 2.9a-c

Pull/analyze student count data by aggregate charter/noncharter, by individual charter for educationally disadvantaged & geographic representation (CDE Accountability, G. Schlieman)	Annually, Feb/Mar	
Review/collect data on number of CCSP subgrantees with a PWR focus (G. Schlieman)	Annually, Nov	2.10
Pull number of charter schools opening/closing/operating (K. Rosensweet)	Annually, Jul/Aug	1.3
Analyze SPF results for charters meeting "high-quality" & "poor-performing" definitions, SPF rating aggregate charter/noncharter, Charter Portfolio Performance Reports (CDE Accountability)	Annually, Aug/Sep	1.5, 1.6, 2.2, 2.6a-d, 2.7a-h, 2.11a-c, 2.12a-c
Analyze data, establish key findings/draft triennial "State of Colorado Charter Schools" report, including achievement/growth/grad rate/postsecondary by disaggregated group & school type, teacher performance, demographics, authorizer portfolio management. (CDE Accountability, G. Schlieman)	Fall 2015, Fall 2018	
Analyze Postsecondary and Workforce Readiness data (including graduation rate, postsecondary enrollment, ICAP usage, and other measures) identify areas for improvement, case studies on best practices (CDE Accountability, G. Schlieman)	Fall 2016	2.11a-c, 2.12a-c
Collect, review, and analyze survey data from CCSP Audience-specific charter support activities. Provide data and findings for federal performance reporting. (CDE Accountability)	collect survey following each offering, analyze annually, Apr/May	2.4, 2.5a-d
Conduct evaluation of progress toward CCSP Logic model outcomes and performance measures/targets; determine and annually adjust evaluation plan to inform, guide, and measure programmatic improvements. (CDE Accountability)	Annually, Apr/May	All
<b>Activity 2.4: Dissemination of Best &amp; Promising Practices</b>		
Selection/research/publish case studies by CDE Center for Best Practice of charter school(s) (G. Morgan)	Annually, throughout the year	2.13
Collect/report data on number of schools/districts accessing CBP resources about practices in charter schools (G. Morgan)	Annually, May	

**3(h)3ii: Responses to Monitoring Review** Colorado received a WestEd-conducted CSP monitoring visit in February 2013.

Here is a summary of their findings and CDE's response:

- One subgrantee was found to have used approx. \$65 of grant funds for food, an unallowable activity, resulting in a finding of inadequate checking of reimbursement source documentation. CDE has since instituted tighter fiscal controls, and worked with Authorizer fiscal agents to ensure they understand allowable costs, and tightened its review of Annual Financial Reports, including reimbursement documentation (Indicator 3.3).
- One subgrantee visited was cited as having a tuition-based kindergarten utilizing grant-funded assets. CDE believes this is a misunderstanding of the Colorado context and misuse of the term "tuition" as the students were publicly-funded. (Indicator 1.3)

A lack of disaggregated test data for charters opened for more than three years was cited. CDE does have capacity to pull this data, both internally and publicly, and could have provided it, if requested. Such data was utilized in the writing of this grant application.

- CDE was found to not engage in the dissemination of best or promising practices. Colorado's 2010-15 CSP grant application never included such activities, so formal processes were not instituted, though informal dissemination was in place. CDE now has capacity for dissemination through the Center for Best Practice, as outlined in **Section 3(f)**. (Indicator 2.6)

It was found that CDE does not have a role in student records transfer. While statute does not provide a direct role for CDE, SOC does monitor that the transfer of student records is happening in a timely manner both to and from CSP subgrant schools. (Indicator 3.5)

### **3(i) Project Design (10 points)**

Colorado has developed a robust subgrant competition process, trainings and TA on CSP-related requirements, and a selection of support documents and resources, many elements of which have already been highlighted in this application with further detail is outlined below.

**3(i)1: Subgrant Program** The CCSP Grant RFP (see **Appendix E.3**) provides the framework for the subgrant competition. This 70-page document outlines background on the federal program, the scope and objectives of the Colorado award, eligibility criteria for applicants,

lottery & enrollment requirements, available funds, duration of grants, use of funds and budget/fiscal guidelines, participation in evaluation and reporting, grant and school quality TA offerings and required participation, review and award processes, Intent to Submit form, Eligibility Form, Agreement of Understanding for writing consultant support, submission instructions, application requirements, cover pages, certifications and assurances, selection criteria and evaluation rubric, required appendices, Appendix worksheets to help with project design around school technology, school libraries, professional development, performance management and TA, and an application checklist.

**3(i)1i: Subgrant Competition** The CCSP Grant is competitive and can be applied for the year prior to opening the charter school or significantly expanding a school (3-year award), or in the fall of the launch of the school or expansion (2-year award; see also **Section 3(i)5** re: expansions). As the majority of authorizers have charter applications due between August 1 and October 1, subgrant applications are timed to align after the majority of that work. Applicants must either have a pending/approved charter application, or renewal application in order to be eligible to apply. The timeline of subgrant activities is outlined under **Section 3(h)2's Management Plan**, and a complete timeline for the 2015-16 competition is on **Appendix E.3**, p. 4.

Eligibility Confirmation: The CCSP RFP outlines eligibility criteria aligned to federal expectations and definitions from the **CSP Non-regulatory Guidance** (Jan. 2014). An Eligibility Form is required from CCSP applicants with their Intent to Submit, and reviewed by SOC to confirm the eligibility. SOC also reviews CCSP applications for eligibility concerns prior to review day. Questions or concerns at any stage must be resolved prior to award.

Subgrant TA: To assist CCSP subgrant applicants in the grant-writing process and in carrying out any potential subgrant award, a variety of grant-specific TA is built into both the initial application process, and into the duration of any award (see also **Subgrantee Monitoring** and the “Renewal Process” below).

Initial TA for subgrant applicants includes a mandatory all-day **CCSP Grant Boot Camp** mid-

August to walk applicants through the grant application process, including a sample application review exercise. In addition, two **CCSP Grant Budget Workshops** are held for hands-on development and support in drafting a budget with eligible expenses; and each applicant can request a **Writing Consultant** to provide up to 8-hours of review and feedback on the completeness of Selection Criteria responses. Following announcement of CCSP Awards, a **CCSP Post-Award Webinar** walks subgrantees processes and obligations required as a grant recipient. A **CCSP Guidebook** is updated annually to serve as a desk reference.

Application peer review: SOC recruits reviewers for several months prior to the grant review. Reviewers are selected after considering applicants' size, educational program, school model, anticipated student demographic, and geographical location to assemble peer reviewers with relevant experience. Controls exist to mitigate real or perceived conflicts of interest. The actual application/review process--including review of RFP, receipt of applications, training of reviewers, oversight of review day, and verification of applicants awarded--is managed by CDE's Competitive Grants Office to ensure a fair and equitable competition. Review teams of three score 2-3 applications individually, and then collectively on review day, against the Selection Criteria and Evaluation Rubric provided in the RFP. A quality control process involving an additional peer reviewer is employed for applications within 10 points of the fundable score.

Funding high-quality charter schools: The Selection Criteria serves as the first gateway for ensuring high-quality schools result from CCSP subgrant funding. These criteria mirror the requirements and best practice expressed in Colorado's Sample Application tool to provide structure to the 25-page application narrative. The rubric provides 135 possible points (115 base points and 20 priority points), from which a minimum score of 85 is required for a Standard Award, and 115 for a Distinction Award. Should the number of successful applicants exceed the amount of funds available; applicants will be ranked according to score and funded from the highest scorer until all funds are expended. See **Appendix E.3**, pp. 35-47 for Selection Criteria.

CDE also places great value on providing high-quality support and training to subgrantees

based on research-proven best practices as a means of ensuring high quality school programs through a variety of required TA options. **Sections 3(a), 3(h)3i**, speak to these elements of **CSP Objective 2**. A differentiated breakdown of required TA is included in **Appendix E.3**, pp. 64-70),.

**3(i)1ii: Anticipated Award Distribution** The proposed distribution for CCSP subgrants is outlined under **Table 3.e.2c** under **Section 3(e)2**. CDE is requesting a total of \$36,360,000 over three years for a total of 57 new 2- to 3-year subgrants awarded, based on total awards of \$589,500-\$645,000 based on the level of quality of the application submitted, as outlined below.

3-year Award type	Planning Year Allocation	Year 1 Implementation	Year 2 Implementation	Total Funds Awarded
Standard Award	\$196,500	\$196,500	\$196,500	\$589,500
Distinction Award	\$215,000	\$215,000	\$215,000	\$645,000

Small schools or expansion projects have pro-rated awards of \$1,500 per pupil per year. Schools with a 2-year award have the total award spread over two funding years per **Appendix E.3**, p12).

**3(i)2: Subgrantee Monitoring** There are 3 main areas of subgrantee monitoring established under the CCSP grant: Risk Assessment, Fiscal Monitoring, and Programmatic Monitoring (which includes a Renewal Process/Performance Evaluation).

Risk Assessments: The new Uniform Administrative Requirements (2 CFR Part 200) requires SEAs to establish risk assessment protocols for the purpose of providing differentiated TA. CDE has developed a fiscal risk identification tool that considers a number of factors in evaluating the fiscal risk of a recipient LEA/fiscal agent. Level of score against the Selection Criteria and Evaluation Rubric help identify programmatic risks for subgrantee schools. Risk is also assessed through site visit protocols for Year 1 Implementation, and through the Renewal Process (outlined below). LEA’s and/or subgrantee schools with higher risk will have additional training &/or reporting required to help mitigate such risks.

Fiscal Monitoring: CDE Grants Fiscal conducts the following monitoring for CCSP subgrants:

- CDE Grants Fiscal reviews and approves each subgrant budget prior to release of grant funds.
- Mid-year fiscal Desk Review protocols include review of subgrantee expenditure documentation & requests, inventory, amounts reported (allocations, cash receipts, monthly & total expenditures, and current accruals & obligations), and financial transparency compliance.
- Timely drawdown of subgrant funds is monitored on a quarterly basis at minimum.
- Annual Financial Reports, including an asset inventory, are required by September 30<sup>th</sup>. These reports must be approved before the subsequent year's award can be released.
- School Finance and Operations are reviewed as part of the Year 2 Implementation CSSI visit.
- Any complaints or concerns highlighted to either SOC or CDE Grants Fiscal are investigated.
- CDE Grants Fiscal reviews annually the independent audits for each charter school in the state.
- Concerns, and any corrective actions required, are reported to the subgrantee's fiscal manager.

Programmatic Monitoring: Elements of CCSP programmatic monitoring include:

- Review of Intent to Submit and Eligibility Forms, where eligibility is established.
- Applications are reviewed and monitored by SOC during the review process; concerns identified as award conditions must be addressed before grant funds are released.
- Annual Performance Evaluation: A **Renewal Proposal** is required the first CCSP award year. This proposal outlines progress toward Grant Project Goals and objectives, reporting on grant expenditures, accreditation preparations, and school operations. Proposals that do not meet a minimum score are revised to expectations before grant funds can be fully released.
- A Year 1 Implementation Site Visit by SOC staff includes review of progress toward Grant Project Goals, observation of the educational program, demonstration of statutory compliance, discussion of eligibility for and receipt of federal funds/programs, awareness of CCSP grant requirements, and adherence to CCSP certifications and assurances.
- Charter School Support Initiative (CSSI): The 3-day CSSI site visit in the final grant year evaluates subgrantees against research-based, best practice standards in instruction, school leadership, school governance, and finances/operations. A report is generated showing progress

against the standards, along with findings and recommendations for key strategic focus over a 2-3 year period to ensure the school is equipped to be high-quality by its 4<sup>th</sup> year of operation.

- The final programmatic monitoring element, the Final Grant Report, includes final reporting of expenditures, EDGAR-compliant asset inventory, and progress toward Grant Project Goals and project objectives, including educational outcomes (see **Appendix E.3**, p.15).
- Programmatic monitoring through review of charter documents and performance data is also routine. Replication and Expansion schools not meeting minimum performance expectations are required to utilize CCSP grant funds to address areas of underperformance and receive additional TA support. Should underperformance continue, CCSP funding can be terminated.
- Any concerns &/or findings are reported to the subgrantee and their LEA/fiscal manager, along with any suggested TA &/or corrective actions required.

The CCSP Grant timeline lists subgrantee monitoring deadlines (**Appendix E.3**, p.4).

**3(i)3: Targeted Subgrant Portfolio** As indicated earlier in this application, CDE is targeting schools serving more educationally disadvantaged students and with PWR focuses . Twenty Priority Points have been added to the Selection Criteria & Evaluation Rubric to assist in recruiting and selecting subgrantees that will contribute to these targeted priorities. Additional base points have also been added in support of PWR and for educationally disadvantaged students, and base points have been increased &/or criteria strengthened in areas of the rubric where subgrantees have struggled in recent years (see tracked-changes elements in **Appendix E.3**). In addition to priorities within the rubric, the SOC team will be covering these areas more thoroughly within the CCSP Grant Boot Camp and fall Topic-Based Webinars.

**3(i)4: Notification about CSP Subgrant Competition** This RFP is often released the Spring prior to the grant competition to allow additional time for applicants to organize their work. Notification procedures for the CCSP Grant competition and application process include, but are not limited to, the following:

- Regular monthly notifications through the CDE Charter School ListServ throughout the

Spring, Summer, and Fall.

- Notification through The League’s New School Development e-newsletter
- Grant Factsheet distributed at Charter School Boot Camp, along with distribution and presentation at the Colorado Charter Schools Conference, New School Development session.
- Announcement in CDE electronic newsletters (as referenced under **Section 3(f)**)
- Availability of prior year’s competition information on the CDE Charter Schools webpage
- Direct notification to charter school liaisons at authorizing districts and CSI.

**3(i)5: Waivers to statutory or regulatory provisions** CDE would like to request renewed approval of two existing waivers to statutory or regulatory provisions. CDE’s **Weighted Lottery Policy for Educationally Disadvantaged students** was approved by the federal CSP office in April 2014, pursuant to sections E-3 and E-3a of the **CSP Non-regulatory Guidance** (Jan 2014). This policy (outlined with articulated benefits to the CCSP project objectives under **Section 3(d)**, seeking re-approval of the existing policy, included in **Appendix E.6**) provides for weighted lotteries to be utilized for educationally disadvantaged students, if pre-approved by CDE in accordance with the federally-approved policy. CDE also received approval by the federal CSP office in 2012 to allow “**one-time, significant expansion**” charter projects to be eligible for CSP subgrants (seeking re-approval of the current policy, included in **Appendix E.7**). High-quality charter schools (as defined by a “Performance” rating on their SPF) could be eligible for only one “significant expansion” (adding 2 grade levels or increasing pupil numbers by 50% over the project period). This One-Time, Significant Expansion waiver is crucial to increasing the number of high-quality student places in charter schools, by supporting the creation of an increased capacity at existing high-quality charter schools.

#### **4. Application Requirements**

##### ***4(i) Academically poor-performing charter school***

Colorado requests an altered definition of “academically poor-performing charter school” to use the consideration of a school that in operation at least three years, and is identified as a school

failing to demonstrate student performance as indicated by assignment of a “Turnaround” or “Priority Improvement” rating according to the Colorado SPF (**Appendix E.4**). Colorado uses its SPF in lieu of federal AYP measures through an approved federal waiver. This alternative definition is more rigorous, meeting or exceeding all elements of CSP’s proposed definition:

- The cut point for “Turnaround” was normed at the bottom 5% of schools in the state; likewise, the cut point for “Priority Improvement” was normed as 10% of schools just above “Turnaround.” This is more rigorous than the criteria for a school to be in the lowest-performing 5% of all schools in the State, as these two ratings represent the bottom 15%.
- The SPF report plan assignment is based on the best of a 1-year or 3-year performance. Three years of performance is typically used for assigning a Turnaround or Priority Improvement rating, but the 1-year performance, if utilized, would be more rigorous than the federal definition which allows for 3 year to improve before consideration as “poor-performing.”
- Academic growth and growth gaps are heavily weighted on both the Elementary/Middle (75/100 points) and High School (50/100 points) SPF reports. A school would therefore not be assigned to “Turnaround” or “Priority Improvement” unless they did not have least an average of one grade level of growth for each cohort of students.

**4(ii) Disseminating best practice** Dissemination activities are under **Sections 3(f)**.

**4(iii) Inform each charter school about eligible federal funds** See **Section 3(b)2**.

**4(iv) High-quality charter school**

Colorado requests an altered definition of “high-quality charter school” to use identification with a “Performance” rating on the Colorado SPF, and that is not a Title IA Focus School. This will allow consistency with Colorado’s accountability system and SPF (**Appendix E.4**), which it uses in lieu of federal AYP measures through an approved federal waiver. This alternate definition is more rigorous as it meets or exceeds all of the elements of the CSP-proposed definition:

- Colorado’s SPF report ratings take into consideration performance over the past 3 years.

- Colorado’s SPF report considers student academic achievement, growth, graduation rates, postsecondary enrollment, dropout rate, etc. This includes disaggregated growth and graduation rates for low-income and other educationally disadvantaged student groups.
- CDE identifies the Title IA Focus Group assignment to schools that show significant or widening gaps in academic achievement and graduation rates for subgroups of students described in section 1111(b)(2)(C)(v)(II) of the ESEA ([20 U.S.C. 6311](#)). Thus, in excluding from the “high-quality” definition schools with a Title IA Focus School assignment, it meets or exceeds the federal definition of demonstrating no significant or widening achievement gaps.
- The “Performance” rating is part of the state’s performance framework established for the purpose of evaluating the quality of all public schools in the state.
- Charter schools with significant compliance issues regarding safety, financial management, or equity have their SPF rating downgraded, so none o would be rated as “Performance.”
- Academic growth and growth gaps are heavily weighted on both the Elementary/Middle (75/100 points) and High School (50/100 points) SPF reports. A school would therefore not be assigned to “Performance” unless they were making at least an average of one grade level of growth for each cohort of students.

**4(v) IDEA Compliance** IDEA compliance is included in **Sections 3(b)3** and **3(d)4**.

**4(vi) Logic Model** The Logic Model is covered in **Section 3(g)1**.

**4(vii) Lottery & enrollment preferences** See **Section 3(d)4**.

**4(viii) Objectives** For CSP objectives see **Section 3(a)1**, **Section 3(h)1**, & **Section 3(i)**.

**4(ix) Revolving loan fund** Colorado will not reserve funding for a revolving loan fund.

**4(x) Waivers** Requests for consideration from the Secretary of waivers under the authority of the CSP are included, along with justification for the waiver to the statutory or regulatory provision, are outlined and included under **Section 3(i)5**.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

## CHARTER SCHOOLS PROGRAM ASSURANCES – STATE EDUCATIONAL AGENCIES

Pursuant to Section 5203(b)(3) of the Elementary and Secondary Education Act of 1965, as amended (ESEA); Title III of the Consolidated and Further Continuing Appropriations Act, 2015; and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, a State educational agency (SEA) application for a grant under the CSP must contain the following assurances.

As the duly authorized representative of the applicant, I certify to the following:

- 1) The applicant will require each eligible applicant desiring to receive a subgrant to submit an application to the SEA containing:
  - A. A description of the educational program to be implemented by the proposed charter school, including (i) how the program will enable all students to meet challenging State student academic achievement standards; (ii) the grade levels or ages of children to be served; and (iii) the curriculum and instructional practices to be used;
  - B. A description of how the charter school will be managed;
  - C. A description of (i) the objectives of the charter school; and (ii) the methods by which the charter school will determine its progress toward achieving those objectives;
  - D. A description of the administrative relationship between the charter school and the authorized public chartering agency;
  - E. A description of how parents and other members of the community will be involved in the planning, program design and implementation of the charter school;
  - F. A description of how the authorized public chartering agency will provide for continued operation of the school once the Federal grant has expired, if such agency determines that the school has met its objectives;
  - G. A request and justification for waivers of any Federal statutory or regulatory provisions that the eligible applicant believes are necessary for the successful operation of the charter school, and a description of any State or local rules, generally applicable to public schools, that the applicant proposes to be waived, or otherwise not apply to, the school;
  - H. A description of how the subgrant funds will be used, including a description of how such funds will be used in conjunction with other Federal programs administered by the U.S. Secretary of Education;
  - I. A description of how students in the community will be (i) informed about the charter school; and (ii) given an equal opportunity to attend the charter school;
  - J. An assurance that the eligible applicant will annually provide the Secretary and the SEA such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in subparagraph (C)(i);
  - K. An assurance that the applicant will cooperate with the Secretary and the SEA in evaluating the program assisted under this subpart;
  - L. A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

- M. If the eligible applicant desires to use subgrant funds for dissemination activities under section 5202(c)(2)(C), a description of those activities and how those activities will involve charter schools and other public schools, local educational agencies, developers, and potential developers; and
- N. Such other information and assurances as the Secretary and SEA may require.

2) The applicant will –

- A. Use the grant funds to award subgrants to one or more eligible applicants in the State to enable the applicant to plan and implement a charter school in accordance with this program; and
- B. Use a peer review process to review applications for subgrants.

3) State law, regulations, or other policies in the State where the applicant is located require that –

- A. Each authorized charter school in the State operate under a legally binding charter or performance contract between itself and the school’s authorized public chartering agency that describes the obligations and responsibilities of the school and the public chartering agency; conduct annual, timely, and independent audits of the school’s financial statements that are filed with the school’s authorized public chartering agency; and demonstrate improved student academic achievement; and
- B. Authorized public chartering agencies use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the ESEA as one of the most important factors when determining to renew or revoke a school’s charter.

4) The applicant will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

5) The applicant and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

Mr. Elliott Asp  
NAME OF AUTHORIZED OFFICIAL

Interim Commissioner of Education  
TITLE

  
SIGNATURE OF AUTHORIZED OFFICIAL

July 15, 2015  
DATE

Colorado Department of Education  
APPLICANT ORGANIZATION

\_\_\_\_\_  
DATE SUBMITTED

Current Role: 2013 – Present Colorado Department of Education. Associate Commissioner, Innovation, Choice and Engagement Division.

## REBECCA F. HOLMES

### EXPERIENCE

- 2008 – present** **KIPP COLORADO SCHOOLS** **Denver, CO**  
**Executive Director/CEO**
- Oversee charter management organization with three public charter schools, providing a college-preparatory education for over 1,000 low-income Denver students. Achieved first distinguished school rating in organization's history in 2012.
  - Manage and develop school principals and business operations leadership team, including finance, HR, and fundraising; lead the creation of organizational systems to support rapid growth.
  - Design and implement organizational growth plan and manage varied stakeholders in the execution of that plan.
  - Develop data-driven initiatives resulting in significant gains in academic outcomes, student engagement, school culture, teacher retention and development, and parent and community investment.
  - To date, have grown organization from \$3M to \$9.5M, from one to three sites, while implementing a performance turn-around at flagship school and both an internal and community-wide re-branding and engagement campaign.
- 2007 – 2008** **DELOITTE CONSULTING** **San Francisco, CA**  
**Senior Consultant, Human Capital Practice (Organization and Change Management Service Line)**  
**(2006 Summer Associate)**
- Provided client service in a variety of settings and industries while also contributing to Deloitte sales pursuits.
  - Created and implemented change management strategies for departments and companies undergoing large-scale system implementations and business transformation. Executed business process redesign, stakeholder assessments, change readiness assessments, and change impact analyses.
  - Drafted and delivered training curricula for a variety of international client groups and internal Deloitte audiences.
  - Contributed to Talent Strategies methods team, building diagnostic tools for assessing clients' talent programs.
- 2003 – 2005** **EL POMAR FOUNDATION** **Colorado Springs, CO**  
**Fellow/Program Associate**
- Directed and supported operating programs while participating in a two-year leadership development fellowship.
  - Wrote grant summaries; analyzed requests, need, and financial stability of applicant organizations.
  - Trained in nonprofit management, fundraising, strategic planning, facilitation, and the grant review process.
- Program Director, Colorado Leadership Alliance (CLA)**
- Directed statewide initiative to provide academic and experiential leadership development to undergraduate students; created the El Pomar Scholars initiative to introduce students to the nonprofit sector.
  - Facilitated funding and organizational strategy reassessment; managed program and relationships with stakeholders during time of controversial change.
  - Coordinated and implemented an annual leadership conference for over 500 participants.
- Program Co-Director, Fellowship Recruiting**
- Designed interview style and questions, determined publicity plan, represented program to stakeholders.
  - Facilitated work of executive team to ensure smooth execution of four rounds of candidate evaluation.
- 2000 – 2003** **WYATT-EDISON CHARTER SCHOOL** **Denver, CO**  
**Middle School Teacher/Curriculum Coordinator**

### EDUCATION

- 2005 – 2007** **HARVARD BUSINESS SCHOOL** **Boston, MA**  
Master in Business Administration. Elected by peers to serve as Education Rep. ('05) and Education Chair ('06).
- 1996 – 2000** **YALE UNIVERSITY** **New Haven, CT**  
Bachelor of Arts degree in History. Worked 25+ hours/week in an AmeriCorps management position.

### COMMUNITY

2010 Leadership Denver participant, Fellowship Alumni Trustee, El Pomar Foundation; Founding Board Member, West Denver Prep Charter School; Board Member, Byrne Urban Scholars; Habitat for Humanity Africa Team Leader; Trained at-risk youth facilitator; Various pro bono nonprofit consulting projects and career coaching engagements. Denver native.

## Objective

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To put my broad understanding of instruction, structures, & leadership, as well as my systems thinking mind to good use doing work that shifts school systems from fixed linear systems designed to meet the needs of children in the industrial age into responsive systems, built to design and redesign themselves to perpetually meet the changing demands of students and the society they will be part of as adults.

## Education

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<b>Columbia University Teachers College</b> M.A. Elementary Education and NY State Elementary Teacher License Student taught at Central Park East and The Science School at IS44	<b>August 1996-May 1997</b>
<b>University of California Davis</b> B.S. Human Development Internship experiences in general education 6 <sup>th</sup> grade and middle school expulsion recovery program	<b>August 1992-May 1996</b>
<b>University of Colorado Denver</b> Extensive coursework in school leadership	<b>August 2002-May 2003</b>

## Recent Publications

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- Innovative Educators: An Action Plan for Teachers, Heinemann** **October, 2014**  
"Innovative Educators" describes mechanisms teachers can use to responsibly innovate to move beyond the factory model and offer students the educational experiences they need to become proactive learners, professionals and community members in the 21<sup>st</sup> century.
- NGLC Blog: How Can Educators Build Stronger Community Ties?**, <http://nextgenlearning.org/blog/how-can-educators-build-stronger-community-ties>
- NGLC Blog: Does Your School Have a Culture of Innovation?**, <http://getttingsmart.com/2015/06/does-your-school-have-a-culture-of-innovation/>

## Experience

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- Colorado Department of Education (CDE): Executive Director Choice and Innovation** **January 2012 – Current**
- Lead the Next Generation Learning Initiative, in which we have:
    - Established next gen vision of student outcomes, characteristics of learning environments and system characteristics that represents views of early adopters and system consumers.
    - Built change theory that makes sense in a decentralized state system
    - Established and implemented a wide range of strategies to support early adopters
    - Established consortia of districts interested in taking on not only school redesign, but next generation district leadership and operations redesign. This work is ongoing and has been funded through two tiers of competitive funding with the Bill and Melinda Gates Foundation.

- Lead internal infiltration with the intention of removing large systemic barriers to next generation learning implementation, and changing CDE practice to align with next generation education systems characteristics.
- Created and lead the Center for Best Practice, a new function within the department designed to promote systemic learning, innovation and collaboration. The Center has three primary functions
  - To collect stories of success from the field and share them in such a way that other teachers and school leaders are likely to make use of the learning of the school featured in the story
  - Use feedback about the department's role in the stories collected to identify changes in practice to be implemented across the department
  - Facilitate the cross-divisional strategic imperative identified by the commissioner and executive team
- Oversee the Schools of Choice Office. This office provides ongoing support and more than 50 days of training to both charter and innovation schools each year. This office also facilitates all grant and waiver processes for charter and innovation schools.
- Oversee online and blended learning office, which facilitates multi-district online school application processes, and provides ongoing technical assistance delivery related to online and blended learning.

**Venture Prep:** *public charter school in Denver*

**September 2009 – January 2012**

- Designed all aspects of the academic program including: schedule, staffing model, dashboard of data metrics to monitor school effectiveness, core academic curriculum sequence, intervention system, interim assessment system, technology use plans, etc.
- Trained teachers and school leaders in the above systems
- Led school-level implementation of grants and title programs
- Worked with CEO to develop a range of CMO models to support a network of high poverty, project-based/skill intervention focused schools
- Was the principal through the second part of the first year, after the founding principal left in October
- Supervised all staff in the first year, and a subset of staff in each subsequent year

**Paragon Education Network:** *national non-profit education consulting group*

**September 2008-August 2009**

- Lead internal strategic planning process and designed business plan, budget, and compensation plan
- Co-authored medical-based middle school science curriculum for NewYork-Presbyterian Hospital
- Provided a range of consulting services to K-12 schools in Colorado, Oregon and California:
  - Curriculum development
  - Training in integrated literacy
  - Training in assessment practices
  - Facilitating district-wide middle school principals training
  - Facilitating district-wide training about middle and high school math instruction
  - Developing school-specific professional development and school-wide implementation systems
- Developed and facilitated northwest regional institutes for teachers, primarily in the area of student involved assessment practices

**Expeditionary Learning:** *national non-profit comprehensive school reform organization*

**July 2002-August 2008**

- Led program development in the areas of assessment, math, and 9-12 schools
- Co-authored education program portion of two Colorado charters, AXL Academy and Denver Venture School
- Collaborated with colleagues and software developers to create an online curriculum development, archiving and collaboration tool
- Provided ongoing support to principals opening new 6-12 schools as part of the replication project funded by the Bill and Melinda Gates Foundation
- Co-created and facilitated national institutes in the following areas: assessment, standards-based grading, instructional leadership, mathematics and secondary schools

**RMSEL: Rocky Mountain School of Expeditionary Learning: public K-12 school**

**July 1997-June 2002**

- Taught all subject areas in 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grades
- Responsible for writing standards-based curriculum in science, social studies and language arts
- Supervised a number of student teachers
- Participated in the leadership of the school as a member of the community council
- Facilitated sessions for other EL teachers in professional development seminars hosted by both RMSEL and Expeditionary Learning

## **Additional Publications and Presentations**

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Traverse conference, Boulder Colorado, May 2015, *Facilitating design session using tools from "Innovative Educators"*

The Learning Network, February 2015, *Responsible Innovation, introduction to design process from "Innovative Educators"*

INACOL conference, 2014: *Cultivating High-Quality Blended Learning at the State Level*

Colorado Education Initiative Summit: *Various sessions with our team on next generation learning*

CASB (Colorado Association of School Boards): *Next Generation Learning*

Heads of Private Schools Conference: presented inquiry-based instructional practices

Expeditionary Learning National Conference: *over the 15 years affiliated with the network as a teacher and staff member, presented annually at this conference on a wide range of topics.*

Articles for "Fieldwork" the Expeditionary Learning quarterly publication. *Article topics included: use of rubrics, the workshop model of instruction, and inquiry-based math instruction.*

## **A few people you could talk to about whether I would be helpful or not**

Robert Hammond, Commissioner, Colorado Department of Education, [REDACTED]

Rebecca Holmes, Associate Commissioner Innovation, Choice and Engagement, Colorado Department of Education, [REDACTED]

Stephen DallaBetta, Vice President of Professional Services, Pearson, [REDACTED]

Tony Lewis, Executive Director, Donnell-Kay Foundation, [REDACTED]

# Gina C. (Piek) Schlieman



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## PROFILE OVERVIEW

- Over 13 years of experience in policy development, communications, and political affairs.
- Excellent communicator with demonstrated writing, presentation and high-level client management abilities, working with senior politicians, officials and educators at federal, state, and local levels
- Experienced project manager with strong team management capabilities, incl. training and coaching

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## EDUCATION

### London School of Economics and Political Science, London, England, UK

MSc Social Policy and Planning 2009

Graduated with High Merit honors, elected Chair of the LSE Social Policy Society  
Received highest 'Distinction' honor for my Dissertation on Lifelong Learning policies – strengths and shortcomings in tailoring learning for international competitiveness in an era of globalization

### Biola University, La Mirada, California, USA

Postgraduate Studies in Education, Policy, and Public Administration 2001-2002

Bachelor of Arts in Social Science 2001

Graduated with High Honors, Magna Cum Laude; Dean's List; *The Chimes* & Academic Scholarships  
Major: Social Science Secondary Education; Minor: Political Science  
Epsilon Kappa Epsilon member, Biola University's scholastic honor society.

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## EMPLOYMENT HISTORY

### Colorado Department of Education, Denver, Colorado, USA

Manager, Schools of Choice Jan 2015-Present

Charter Schools Program and Grant Manager Mar 2012-Jan 2015

- Support Direction and Administration of the Colorado Charter Schools Program and Grant.
- Drafted 80+ page federal Charter Schools Program grant application.
- Manage charter school and sub-grantee relations, develop program policies, procedures, documents and communications, program and project planning, and facilitating of technical assistance events and trainings, particularly within the areas of charter authorization, governance and business/organizational management.
- Manage subgrant competitions and deliver grant-related technical assistance. Oversee subgrantee monitoring.
- Manage Schools of Choice Office, including supervision of staff and strategic initiatives, including work around school choice, charter schools, innovation schools, and home education.
- Liaise and support other CDE offices on projects and initiatives with respect to charter schools.

### Metropolitan State University of Denver, Denver, Colorado, USA

Affiliate Faculty, Sociology Aug 2012-Present

- Upper-division courses taught: Politics & Power, Education in a Changing Society, Childhood & Adolescent Socialization.

### The Denver Chorale, Denver, Colorado, USA

President of the Board March 2012-May 2014

## **Colorado Education Policy Fellowship Program, Denver, Colorado, USA**

Colorado Education Policy Fellow

Sept 2012-Aug 2013

## **GPS Strategies Group, Denver, Colorado, USA**

Founder, Consultant

Sept 2011-Jun 2012

## **Learning Legacy Educational Foundation, Golden, Colorado, USA**

Interim President

Sep 2011-Apr 2012

- Development and implementation of short and long range plans and policies.
- Administration and overall operation of the organization, including drafting grant applications, coordinating programs, setting budgets, donor and partner relations, outreach, and public relations.

## **Cabinet Office, Essex County Council, Essex, England, UK**

Cabinet Advisor, Cabinet Member for Education and the 2012 Games

Oct 2009-Jun 2011

- Lead advisor to the Cabinet Member, offering research, strategic advice, and guidance on policy development and operational decisions. Developed corporate and strategic plan for Education.
- Supported the Cabinet Member by overseeing the operation and performance of schools and education services for the LEA (including policies regarding start-up and conversion to Academies (UK-equivalent of Charter Schools), careers advice & guidance, youth services, regional economic development, community and school sport, and 2012 Games Legacy programs.
- Managed the Cabinet Member's office and affairs, including selection, training and oversight of support staff; draft and edit briefings, presentations, speeches, reports, communications and press statements; represented the Cabinet Member at internal and external meetings and events.
- Managed Public Affairs research, communication and coordination, including Parliament and Government relations. Worked with internal and external partners, senior government and Education officials, schools and educators to develop and maintain policies and programs.

## **London School of Economics and Political Science, London, England, UK**

Chair, Social Policy Society (elected)

Oct 2008-Oct 2009

- Bolstered the reputation of the Society through direction and management of Society offices, functions, activities and events.
- Hosted and represented the Society at policy forums, debates, and networking events, as well as presenting on policy issues.

## **GSM Association, London, England, UK**

Project Manager, Global People Initiative

Jul-Oct 2008

- Managed this workforce development project to assist member companies in attracting stronger talent in a globally competitive market.
- Key communication point for project steering, stakeholders, and clients. Designed and drafted project-related marketing and general project support.

## **U.S. Senator Mel Martinez (FL), Washington, DC, USA**

Legislative Assistant

Jan 2006-Feb 2008

- Advised the Senator on policy issues in education, labor markets, arts, sport and social policy. Also worked on gun control and space exploration
- Analyzed and drafted legislation, amendments, correspondence, briefs, speeches, press releases and external communications, including drafting legislation to enhance federal education efforts to improve outcomes for poor and low-performing students through choice and supplemental services.
- Represented the Senator and his views at internal Senate meetings and meetings and events with external groups and partners.
- Researched, generated and implemented new policy initiatives on a variety of social issues.

- Consulted with a variety of stakeholders, including high ranking government officials, interest groups, local authorities, trade unions, voluntary organizations, think tanks, students, educators, LEA representatives, and other stakeholder organizations.

**Correspondence Manager**

- Managed the Legislative Correspondence Department, including staff training and management. Edited and controlled for quality the core messaging and written responses to 8,000 to 10,000 letters, e-mails and faxes each week.
- Established office processes and procedures, and trained entire office on database system.

**U.S. Senator Peter G. Fitzgerald (IL), Washington, DC, USA**

Legislative Correspondent / Intern Coordinator

Aug 2002- Jan 2005

Legislative Intern

Aug-Dec 2000

Constituent Services Intern

Jun-Aug 1999

- Attended meetings on the Senator's behalf, conduct policy research, and draft correspondence.
- Developed and managed internship program, as well as handle student and educator relations.
- Assisted with management and evaluation of grant programs.
- Managed and Coordinated Chiefs of Staff luncheon program.

**Office of Charles V. Smith, Orange County Board of Supervisors, CA, USA**

Management Intern & Aide

Oct 2001- Aug 2002

- Developed new training manual for internship program that was later rolled out across various other county offices.

**The Chimes student newspaper, Biola University, La Mirada, CA, USA**

Editor In Chief

Aug 2001- May 2002

- Managed and directed publication, including operations, production, editing, and design.
- Managed budget. Selected, trained, and managed staff of 15+.
- Wrote investigative news, features, and editorial articles.

**COMPUTER SKILLS**

Microsoft Office Word, Excel and PowerPoint (advanced), LexusNexis, Microsoft Publisher, Microsoft Project, Corel WordPerfect, Quark Publisher, web research and communication (including social media), basic web design/ maintenance, type 70+wpm.

# Kelly Murphy Rosensweet

- Objective** To be an educator who models trust, equality, patience, and diligence and to work in an atmosphere where there are no boundaries on creativity and learners are shown that possibilities are endless.
- Credentials** Colorado Professional Teaching Credential (English Language Arts 7-12)  
California Single Subject Credential (English Language Arts)  
CTEL/CLAD certified (English Language Learner)  
Highly Qualified under NCLB  
PRAXIS series
- Experience**
- Charter and Innovation School Support Coordinator**  
*May 2013-Present Colorado Department of Education, Choice and Innovation Unit, Denver, CO*
- Coordinate, facilitate and develop content for the Administrator Mentoring Cohort and Induction Program
  - Facilitate the Charter School Support Initiative (CSSI) visits
  - Review and process waiver requests from districts and charter schools across the state
  - Assist with facilitation of the Colorado Charter School Program (CCSP) grant
  - Manage CCSP renewal process for all year 2 schools in the grant program
  - Assist with the CCSP grant application and review process
  - Draft and publish the annual Innovation Schools Report
  - Review and prepare district and school innovation plans for submission to the state board
  - Coordinate the 4 Regional Lunches and school tours throughout the year
  - Assist in providing technical assistance to charter schools in the areas of governance, finance and leadership
  - Provide resources on charter and innovation schools to schools and districts interested in pursuing them in an effort to improve student academic achievement
  - Participate in site visits at charter and innovation schools across Colorado
  - Provide timely and relevant information to stakeholders regarding charter, innovation, private and home school options
  - Maintain the Schools of Choice webpages on the Colorado Department of Education website
  - Document charter appeals and Exclusive Chartering Authority cases that go before the State Board of Education.
- Director of Academic Services**  
*Sept. 2012-Present Washington Education Foundation (WEDUF), Washington, D.C.*
- Grant writing
  - Teacher mentoring
  - Course accreditation
  - New school start up consulting
  - Disaggregated data from various assessments
  - Provided instructional support to teaching staff
  - Charter school proposal and application writing
  - Professional development coordinator and presenter
  - Common Core state standards curriculum alignment
  - Coordinated MAP testing and data analysis to drive their instruction
  - Responsible for hiring, managing, and evaluating 10 independent contractors
  - Oversaw hiring additional personnel at the certificated and administrative level
  - Developed WEDUF's STEM curriculum, service-learning and internship programs
  - Responsible for academic services at 8 charter schools in Maryland, Virginia and North Carolina.

## Language Arts Teacher

# Kelly Murphy Rosensweet

- 8<sup>th</sup> ELA Teacher (2007-2012)
- 9<sup>th</sup> Grade English Teacher (2009-2011)
- English Department Chair (2011-2012)
- 8<sup>th</sup> Grade Team Leader (2007-2011)
- WASC Leadership Team-Committee leader for Curriculum and Instruction groups
- Attended staff trip to Turkey where we visited school sites and explored their mission/vision
- Site Advisory Board Member-discussed issues that effected the school community (2010-2012)
- Beginning Teacher Support and Assessment Mentor "BTSA" (2010-2011)-Mentored two beginning teachers
- Discipline Committee Member-discussed cases and came to disciplinary decisions with the Dean of Students
- Organized/chaperoned school events including annual DC trip, Graduation Week, dances, and Bingo Night

## 8<sup>th</sup> Grade Language Arts Teacher

*Aug. 2006-Jun. 2007 O'Farrell Community School, San Diego, CA*

- Attended IEP meetings and differentiated instruction to meet the needs of all students
- Serve as guidance counselor, administrator and parent liaison, to those assigned to my advisory (27 students)
- Organized school events and recruitment as a member of the Parent & Community Involvement Committee

## 7<sup>th</sup> Grade Language Arts Teacher/ AVID Elective Teacher

*Aug. 2004-Jun. 2006 Slade Middle School, New Britain, CT*

- Monitor student progress in all subject areas
- Attended AVID Summer Institute, San Diego, CA Jul. 31<sup>st</sup>-Aug. 5<sup>th</sup>
- Oversaw tutorials and monitored student's achievement in all areas
- Implemented the AVID curriculum; including WICR, Socratic Seminar, field trips, guest speakers, and tutorials
- Participated/presented at AVID workshops(Atlanta, GA, November 3<sup>rd</sup>-4<sup>th</sup> ;Portsmouth, NH, October 24<sup>th</sup>-25<sup>th</sup>)

## Qualifications

- Develops rigorous, thought provoking units aligned with the state standards
- Uses data analysis to guide instruction and evaluate and monitor student growth (i.e. Map Testing)
- Establishes and communicates learning goals for all students and an effective classroom management system
- Co-teaches inclusion students with special education teachers while differentiating instruction and assessment to meet the needs of all students
- Uses technology and resources to make subject matter accessible to all students (Promethean Board, document camera, *Discovery Education*, *Brain Pop*, Accelerated Reader, etc.)

## Education

Clark University, Worcester, MA (2000-2004)

- Bachelor of Arts, English/ Minor in Education (Dean's List, Spring 2004)
- Study Abroad Program, University of East Anglia; Norwich, England (2003)

## References

Available upon request

## Objective

Experienced accounting professional with strong leadership and relationship-building skills looking to lead a team committed to meeting management's goals and provide exceptional service to the internal and external customers of the Department of Education.

## Experience

Colorado Department of Education 2005 - Present

### Grants Fiscal Analyst

Denver, CO

Responsible for the management of Federal and State grants as assigned. Responsibilities begin with the award process to the issuance of formal grant award notifications

Ensure award notifications sent to sub grantees include compliance requirements set form in the original award notification received by the Department

Assist internal program managers with initial budget preparation and monthly review of budget to actual expenditures, in addition to ensuring grant funds awarded to districts expended within the grant period

Provide support to various departments within the Colorado Department of Education to ensure compliance with Federal and State regulations that govern each grant award.

Review and approve grant payments to districts on a monthly basis ensuring funds were drawn in a timely manner.

Reconcile internal grant fund payment system to State accounting system (COFRS) to ensure funds were being spent within the established time period as established by the grant award.

Prepare training documents and conduct sessions with districts addressing the various requirements of each grant.

Review all Colorado districts Consolidated Annual Financial Report, Single Audit Section to ensure compliance with the federal guidance. Work with districts that were identified as high risk to ensure audit findings did not require additional steps to recover federal funds and to close findings in a timely manner.

Cherry Creek School District

### Extended Childcare Services (ECS) Accountant 2000 - 20004

Greenwood Village, CO

Initiated a review program to follow-up significant audit findings reported on the external auditor reports that required the establishment of internal control systems and fiscal guidance

Established guidelines that outlined appropriate documentation and records that supported the ECS program expenditures.

Worked with Coordinator to finalize the ECS Handbook with specific attention to the fiscal requirements.

Created a Quickbooks training program and training manual to ensure compliance with established financial guidelines.

Monitored the profit/loss of all programs on a monthly basis, working with principals and directors if significant losses were reported.

Served on the ECS Committee which provided oversight to all programs.

City & County of Denver/Personal Property Division 1999 - 2000

### Senior Auditor

Denver, CO

Reviewed and processed personal property schedules submitted by business located within the City & County of Denver.

Reviewed and determined the final disposition of taxpayer appeals of the assessed value of their personal property which required working with the Board of Appeals.

Planned, prepared and conducted audits of businesses located both in and out of state to ensure businesses with office in the City & County of Denver were in compliance with the regulations that governed the taxation of personal property.

**Education**

**Metropolitan State College 1996**

**Successfully passed all four parts of the Certified Public Accountant Examination**

**Currently enrolled in Metropolitan State University Masters of Accountancy Program**

**References available upon request**

Accounting

**B.S.**

Denver, CO, USA

Pass all four components of the Certified Public Accounting examination in 2004.

## NORA E. FLOOD

**OBJECTIVE:** Leadership role within a dynamic educational organization

**ASSETS:** Strong leadership skills, excellent interpersonal relations, exceptional organizational skills, ease with public speaking, sense of commitment, sense of humor

### **KNOWLEDGE AND SKILLS:**

- Instructional and curricular leadership and vision
- Recruitment and retention of highly qualified faculty and staff
- Professional support for and coaching of both young and experienced faculty
- Development and oversight of multi-million dollar budgets
- Effective collaboration and communication with state and local legislators and boards, educational associations, and community organizations

### **PROFESSIONAL EXPERIENCE:**

**President**, Colorado League of Charter Schools, Denver, Colorado 2013-Present

**Hired as Vice President of School Services, August, 2008; Promoted to Senior Vice President in January, 2010; Promoted to President in May, 2013**

The Colorado League of Charter Schools is a non-profit, membership organization dedicated to supporting the nearly 220 charter schools in the state. The League is committed to helping these schools reach higher levels of student performance and overall success by providing information and resources, including technical support, advocacy, public relations assistance, and much more. I work with League staff to implement the strategic plan regarding school growth, quality, and performance standards. I also am part of the Policy and Advocacy team, working at the local, state, and federal levels in ensuring equity and access in funding, facilities, and flexibility. In addition, I provide direct support and technical assistance to the League's member schools through governance training and strategic planning.

**Director**, Sonoma Charter School, Sonoma, California

2004-2008

Sonoma Charter School is a twenty-year-old, independent, direct-funded, K-8 Montessori-based charter school. It was the ninth charter school established in the state of California and has a capacity of 250 students. The mission is "Academic Excellence Through Engaged Learning".

Accomplishments include:

- Collaboration with board, faculty and parents to build and maintain positive school culture and direction
- Developed and maintained a positive relationship with sponsoring school district

- Raised over \$100,000 to build the first barrier-free playground north of San Francisco
- Raised funds for and oversaw construction of school's first multi-purpose building
- Completed successful renewal of five-year charter with authorizing district
- Achieved Academic Performance Index growth of over 45 points in three years on state standardized testing

**Head of School, Madison Country Day School, Madison, Wisconsin** 2000-2004

**Deputy Head of Academic Affairs** 1998-2000

MCDS was founded in 1997 with a Montessori-based program in grades Pre-k through 3 and curriculum chosen from around the world. The high school program is certified International Baccalaureate. Oversaw growth from 22 students in grades Pre-k through 3 to a thriving school of 225 in grades Pre-k through 10. The school now serves Pre-kindergarten through high school.

Academic leadership included:

- Curriculum development and supervision in all grades
- Spearheaded annual fund campaigns, raising over \$300,000 annually to support the operating budget
- Supervised ongoing capital campaigns to improve the campus and begin construction of a \$3.5 million addition
- Managed the renovation of the original facility from retreat center to school, including the addition of outdoor track and soccer facilities and the design of six new classrooms and a gymnasium/theater
- Initiated a public/private school partnership with a local public school district to promote and support the use of the Singapore national math curriculum
- Establishment and supervision of student exchange programs with schools in both Chile and Japan

**Co-Founder/Director of Elementary and Secondary Education** 1993-1998

Classical Academy, Minneapolis, Minnesota

Co-founder of independent, non-profit school, Pre-k through 12th grade. The lower grades were Montessori-based, with the middle and upper grades utilizing a Core Knowledge curriculum with Socratic seminar methodology.

Responsibilities included:

- Creation of culture, curriculum, and mission of start-up school
- Developed and implemented all school policies involving students, staff, and board
- Promoted the school and its mission via radio, television, and print media, creating community awareness and support
- Documented and communicated school board actions as Secretary of the board for five years
- Conducted annual two-week Leadership Challenges for 8th graders in the Boundary Waters Canoe Area of northern Minnesota

**Self-Employed Academic Tutor, Minneapolis, Minnesota 1990-1993**

- Worked with students in all grade levels in private tutoring practice, specializing in higher level math and sciences
- Coordinated with local schools and agencies to serve at-risk youth
- Coached skills in self-advocacy and self-awareness
- Served as advocate for students with special needs within the public school community

**Prior to 1990:**

**Middle School Math and Language Arts teacher**

American Int'l School of Rotterdam, Rotterdam, The Netherlands

**South American Liaison for Gifted Education- U.S. Department of State**

Escola Graduada, Sao Paulo, Brazil

**Science Department Chair**

Groves Learning Center, Minneapolis, Minnesota

## Terry Croy Lewis, Ph.D.



*Over the last 18 years, I have developed strong educational and political partnerships, lead charter school operations from strategic development to tactical implementation, and diversified my experience in governance, budgets, finance, curriculum, management and education reform. With this vast experience and collaborative leadership style, I am extremely motivated to continue to impact the charter school sector and education reform efforts in Colorado as well as continuing my work in developing and mentoring charter school leaders.*

### Skills

- Leadership: Talented leader who has proven ability to create high performing teams, to produce dynamic work environments, to inspire groups of people to achieve great accomplishments, and to coach individuals to reach their highest potential.
- Strategic Thinker: Unique ability to envision and determine the best course of action within highly complex situations.
- Communication: Skillful and persuasive communicator in a variety of contexts including public speaking, small group discussion, interpersonal communication, and strong skills in conflict resolution.
- Entrepreneurial: Proven ability to create new and successful schools in rural, suburban and urban settings.
- Developing partnerships: Excellent ability to forge effective and valuable partnerships with diverse organizations.

### Work History

**Vice President, School Quality and Support**  
July 2014 - present

**Colorado League of Charter Schools, Denver, CO**  
Responsible for New School Development, Professional Services including Performance Management and Teacher Effectiveness, Business Services, as well as Health and Wellness Programs.

**Executive Director/Principal**  
May 2006 - June 2014

**High Point Academy, Aurora, CO**  
Pre-K through 8<sup>th</sup> grade, approximately 800 students  
Authorized by the Charter School Institute (CSI)

Responsible for leading a Charter School Institute charter school with 800 students in preschool through 8<sup>th</sup> grade growing to over 800 students next year, 75 staff members and almost a \$6 million budget. HPA is a highly diverse school with 51% FRL and 26% ELL (24 different languages). Responsible for drafting the majority of the charter application, leading the founders through the application approval process, opening the school in 2006, leading the governing board through the renewal application process during the 2010-2011 school year, creating successful and dynamic leadership structures within the school, and mentoring teachers and educational leaders. Developed partnerships with the University of Denver, Educators for Social Responsibility, Teach for America, Empowering Education, CLCS, Far Northeast Principals Council, Colorado Legacy Foundation, Revolution Foods and other schools including charter, innovation and traditional schools. During my tenure, the school has experienced over 420% growth, built a 62,000 square foot facility, has consistently demonstrated strong financial performance, created an award winning Wellness Program and, most importantly, students have demonstrated high academic growth. In fact, recent TCAP results for 3<sup>rd</sup> reading shows HPA third graders significantly outperforming their peers in all of the surrounding schools.

**Consultant**  
June 2003 – May 2006

**Independent Educational Consultant**  
July 2005 – May 2006  
**SchoolStart Consultant – Colorado**  
Minneapolis, MN  
June 2003 – July 2005

As an independent consultant and SchoolStart liaison, responsible for writing charter school applications and grants, training and consulting with governing boards, principals, administrative and teaching staff on all aspects of starting and operating a school. Served as a governing board consultant to numerous charter schools throughout the state, as well as serving as the External Site Team Leader and a Team Member for the Colorado League of Charter Schools' Accountability and Evaluation Program. Also, responsible for providing staff development in such areas as writing, charter school legislation, budgeting, school funding, curriculum, differentiated learning, performance based instruction, reporting abuse, and conflict resolution.

**Assistant Director**  
August 2001 – June 2003

**Pioneer Leadership Program**  
University of Denver

Responsible for teaching freshman and sophomore level courses, directing community service projects, and advising all students in coursework selection and the completion of their leadership minor. Additionally, responsible for training and supervising the recruitment and selection process for PLP candidates, assisting students in forming community and campus partnerships, and serving as a senior thesis advisor. Responsible for program administration, which consists of approximately 240 students. Also, served as coordinator of the all six Living and Learning Communities at the University of Denver.

**Instructor**  
August 1999 - May 2001

**Department of Communication**  
University of Colorado at Denver

Responsible for teaching undergraduate and graduate courses. Courses taught: Leadership, Activism, Team Building, Collaborative Service Learning, Political Communication, Argumentation and Debate, Persuasion, Negotiation and Bargaining, Interpersonal Communication, Group Communication, Gender and Communication, Public Speaking, Rhetorical Theory, and Rhetorical Criticism.

**Interim Dean**  
Spring 2000, Spring 1998  
**Founder and President,  
Governing Board**  
October 1996 – June 2001

**Platte River Academy**  
Highlands Ranch, Colorado  
Kindergarten through 8<sup>th</sup> grade – 450 students

**Interim Dean:** Responsible for all school operations including hiring and supervision of a 45 person staff, student and parent issues, school budget (\$1.8 million), and interface with the governing board and school district. Successfully led the entire school community through a tumultuous period due to the abrupt change in the administration.

**Founder and Governing Board Member:** Lead a founding committee through a successful, yet adversarial, charter approval process. During my tenure, Platte River Academy's Governing Board was highly praised by an external site committee and considered one of the strongest governing boards in the state. Successfully lead the governing board in both internal and external school issues. Responsible for an approximately \$2 million budget. Operated consistently within yearly budgets and focused on creating a fiscally conservative environment in order to meet our long term objectives.

**Researcher**

Presidential Elections  
1996, 2000

**DebateWatch, Commission on Presidential Debates**

Facilitator for numerous focus groups during the 1996 and 2000 presidential elections. Responsible for organizing focus groups, facilitating, transcribing and analyzing data collected.

**Education**

Ph.D., 1999

Political Communication  
Cognate: Anthropology  
University of Maryland, College Park, MD

M.A., 1988

Speech Communication  
Southern Illinois University at Edwardsville, Edwardsville, IL

B.S., 1986

Speech Communication  
Southern Illinois University at Edwardsville, Edwardsville, IL

**Related Experience**

- |   |                          |
|---|--------------------------|
| ➤ State Advisory Committee for Parent Involvement in Education (SACPIE) member  | March 2014 - present     |
| ➤ CharterChoice Board of Directors  | October 2012 - present   |
| ➤ CDE Administrators Mentor/Mentee Program<br>(Currently serving as a mentor for new principals in two charter schools) | August 2011 – present    |
| ➤ CSI Council of Schools  | August 2007-present      |
| ➤ CSI Special Education Task Force  | January 2012- June 2012  |
| ➤ CSI IT Task Force   | January 2012 – June 2012 |
| ➤ Far Northeast Principals Leadership Council   | August 2006 - present    |
| ➤ Colorado League of Charter School Presenter   | 2000 - present           |
| ➤ Independent Consultant – Leadership Facilitator with<br>charter school governing boards and administrators            | 2000 - present           |
| ➤ Testified on charter school legislation for the Colorado Legislature  | 2005 - present           |

# JONI MALLI

## BACKGROUND SUMMARY

A proven business professional with more than 25 years of extensive business experience in both for profit and nonprofit organizations, including project management and corporate, nonprofit and public accounting fields. Particularly skilled in the development of written internal and external communications. Demonstrated success in project management and implementations. Recognized team player with proven ability to work effectively with individuals at all levels.

## PROFESSIONAL EXPERIENCE

COLORADO LEAGUE OF CHARTER SCHOOLS, Denver, Colorado April 2010-present

### *Professional Services Associate*

Manage governance training process, facilitate Star Teacher Council, Membership Council and Charter 411 help desk; provide project management assistance and perform billing and budget management for federal subcontract project; assist with trainings and conferences; and provide membership support to charter school leaders and staff

THOMAS AND HANNE WOLF FAMILY

2007-2010

### *House management and after-school supervision*

VARIOUS SHORT-TERM ACCOUNTING POSITIONS

### *Contract employee*

2004 -2007

Provided accounting management and controller services for a variety of organizations, including a real estate marketing and branding firm and a flooring company, as well as audit assistance for a mortgage and trust company, in addition to a number of shorter term accounting assignments.

UNIVERSITY OF COLORADO HEALTH SCIENCE CENTER

2003

INTERNATIONAL SCHOLARS AND STUDENTS OFFICE, Denver, Colorado

### *Contract Program Assistant (Temporary)*

Conducted data verification and administered a system integrity review of electronic and hard copy files for current and past international scholars and students under the F-1, J-1 and H-1B visa programs.

AT&T BROADBAND, Englewood, Colorado

1999-2002

### *Marketing Communications Manager (2001-2002)*

Developed and executed required communications for over 15 million video, telephony and internet customers, including annual regulatory notice and advance price change notifications. Participated on cross-functional teams to determine requirements and content, and negotiated with top corporate management and field leadership in 16 markets for approval and execution. Provided written correspondence for billing and operational issues to maximize customer retention, minimize customer service impact and comply with all legal requirements.

AT&T BROADBAND, Englewood, Colorado (continued)

- ◆ Realized over \$5 million in cost savings by researching and identifying an alternative to direct mail for annual regulatory notice to 13 million video customers.
- ◆ Negotiated supplemental funding for additional legal notifications to minimize field budgetary impacts.

**Marketing Analyst** - AT&T Digital Phone product launch (1999-2001)

Developed reports to track sales results for initial launch of broadband-delivered local telephone service in ten national markets. Provided daily, weekly and monthly reporting and analysis of target achievement, penetration levels and other sales metrics to top management and field leadership. Analyzed effectiveness of various marketing initiatives.

- ◆ Provided analysis and key talking points to corporate public relations department for press releases and media and analyst contacts.

CHERRY HILLS COMMUNITY CHURCH, Highlands Ranch, Colorado 1995-1998

**Director of Accounting (Controller)**

Managed the financial operations of a suburban church with a \$10 million budget and over 2,000 members. Implemented third-party payroll system and served as liaison for employee benefit programs including pension, health, life and disability insurance. Served on boards and finance committees of preschool and K-8 elementary school. Monitored budget and reported monthly operation results to Board of Elders.

Various Staffing Agencies, Denver, Colorado 1993-1995

**Contract Employee**

Performed a variety of administrative and project-oriented duties, including administrative support, meeting planning and data analysis for corporations and organizations such as Time Warner, Coca-Cola, University of Denver, The Kempe Center and an entrepreneur/family trust.

VESSELS OIL & GAS COMPANY, Denver, Colorado 1986-1993

**Accounting Manager of Natural Gas Marketing Company**

Managed all financial activities including financial reporting, banking relationships, working capital management and natural gas volume balancing. Developed reports and provided analysis to senior management for decision-making and strategic planning.

**Tax Manager/Assistant to the Treasurer**

Prepared and filed all corporate and shareholder tax returns. Reviewed financial reports and assessed credit-worthiness of vendors. Compiled risk management requirements from various divisions and coordinated with outside insurers resulting in a savings of over \$50,000 for the company.

## EDUCATION and CERTIFICATIONS

M.S. - Management and Organization, University of Colorado, Denver, Colorado, 1992

B.S. - Accounting, University of Wyoming, Laramie, Wyoming, 1982

Certified Public Accountant, 1984-1992 (currently inactive)

## PROFILE

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- × Created an LLC focused on US and International education reform and effectiveness (current).
- × Founding Head of School of a public charter high school in Downtown Denver (2.5 years).
- × Administrative experience in an innovative district focused on the Expeditionary Learning Model (3 years)
- × Job-embedded professional development experience, resulting in precise instruction, improved relationships, and increased student achievement (5 years)
- × Teaching experience with a reputation for standards-based instruction along with engaging and meaningful learning environments for **all** learners (6 years)
- × Strong background in language acquisition (including Spanish fluency) & literacy

## EDUCATION

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- × **Principal Licensure**—July 2003, University of Denver
- × **ESL/Bilingual Endorsement**—May 2002, University of Colorado at Denver
- × **Masters in Reading**—June 1998, Western Michigan University
- × **Bachelor of Arts**—May 1994, Hope College

## CONSULTING & PROFESSIONAL DEVELOPMENT EXPERIENCE

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### **Ami Desai & Associates, LLC**—July 2010-present

- × Created an LLC focused on providing short-term and long-term educational consulting support to public, private, and international organizations primarily focused in the following areas: leadership coaching, teacher coaching, curriculum development and implementation, job-embedded professional development, school site reviews, innovative school reform, and entrepreneurship.

### **District Literacy Coach**—Multiple Schools—August 2002-June 2005

- × Supported four highly impacted ELL schools on a weekly basis to analyze classroom and school-wide data in order to determine appropriate professional development that leads to increased achievement for **all** students.
- × Developed building leadership understandings of: literacy instruction, gathering and analyzing data, developing and implementing School Improvement and Professional Development Plans, planning and facilitating effective leadership meetings and student achievement meetings.

### **ELL/Literacy Teacher Leader**—Montview Elementary, Aurora, CO—August 2000-2002

- × Coached 14 teachers, in the areas of: comprehensible input, oral language acquisition, literacy development, and standards-based content development planning.
- × Planned for and shadowed outside ELL change agent, Nancy Commins three days/month.

### **Program Coordinator**—Colegio Nueva Granada, Bogota, Columbia—Sept 1998-May '99

- × Spearheaded the restructuring of K-12 comprehensive language arts curriculum and instruction at an American Embassy school.
- × Provided inservices, demonstrations, and focused observations in English and Spanish speaking classrooms.

## LEADERSHIP EXPERIENCE

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### **Head of School**—Denver Venture School—October 2007-June 2010

- \* Founding Head of School responsible for student and staff recruiting, curriculum development, participating in fundraising events, and other day-to-day operations needed to successfully launch opening day on August 18, 2008.
- \* Led a staff of 15 people through the first two years of a DPS charter high school focused on entrepreneurship and leadership aimed to develop entrepreneurial, academic, and social success in all youth.
- \* Facilitated the merger of the school to create a 6<sup>th</sup>-12<sup>th</sup> grade charter school which led to 100% of seniors being admitted to a 4 year institution.
- \* Managed a successful partnership with Expeditionary Learning and Junior Achievement.

### **Director of Instruction**—Mapleton Expeditionary School of the Arts—June 2007-June 2008

- \* Used student achievement data to refine and improve academic programs through student achievement meetings, student data boards and looking at student work (LASW) protocols.
- \* Supported post-secondary coach in achieving the school-wide goal of 100% of seniors gaining admission to a 4-year college of their choice.
- \* Led analysis of a variety of assessment data (CSAP, MAP, CFA) to drive instruction.
- \* Evaluated 12 teachers with a focus on district teacher standards and the Expeditionary Learning (EL) Core Practice Benchmarks.

### **Assistant Director**—Mapleton Public Schools—July 2005-June 2007

- \* Supported a school-wide discipline policy resulting in a safe and productive environment for students and staff.
- \* Increased student enrollment resulting in 4 additional grade levels.
- \* Evaluated 14 teachers using district teacher standards and the EL Core Practice Benchmarks.
- \* Facilitated School Advisory Accountability Community.

## TEACHING EXPERIENCE

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### **Educator**—Montview Elementary, Aurora, CO; July 1999-June 2001

- \* Taught all subjects areas to highly transient, second language population of students.

### **Educator**—West Ottawa Public School, Holland, MI; August 1994-June 1998

- \* Designed and implemented the first multiage program in entire district.

## PUBLICATIONS AND AWARDS

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### **The Educational Secret: Cultivating Entrepreneurial Spirit in Our Youth**—Winter 2011

- \* Author of a book focused on using entrepreneurship to create a transformative experience for youth and schools systems resulting in improved discipline, self-confidence, and heightened academic performance.

### **Downtown Denver Partnership Award**—May 2009

- \* The Downtown Denver Partnership award recognizes achievements in the downtown community. Denver Venture School received the award for opening an innovative school in downtown, offering a small school environment dedicated to academic excellence and providing new educational resources to the community.

### **Principles in Action: Stories of Award-Winning Professional Development**—2000

- \* Featured in a documentary produced by MCREL focused on a school team working together with a common professional development focus in order to increase student achievement.

# JENNIFER A. KLEIN

**Standards Based Instruction ♦ Curriculum Development ♦ School Evaluation ♦ Assessments/SAL  
Enrichment and Differentiated Instruction ♦ Funding/Budgeting ♦ Strategic Planning ♦ Leadership  
Development ♦ Teacher Evaluator/Mentor/ Coach**

*-Fifteen-years of teaching/administration experience spanning curriculum design, leadership development, data driven instruction and student growth.*

*- Proven track record of improving achievement and growth scores at the school and district level*

*-Awarded Grants totaling \$460,000+ for Literature, Math and Science resources and professional learning.*

*- Developed Short Cycle Assessment Network (SCAN) in Denver Public Schools and increased participating schools growth scores above district average.*

*-SCAN successes are now integrated into the strategic plan to support adult learning and assessment for all DPS schools*

*- Instituted Teacher Training Program for adoption by the entire New York City Public School System.*

## PROFESSIONAL EXPERIENCE

**School Leaders to the Core: Executive Director** **Boulder, Colorado**

Consulting and support for leadership development, strategic planning and school quality review.  
Denver Public Schools, Colorado Department of Education, University of Wyoming, Sweetwater School District

**Adjunct Professor: University of Denver: 2014-present**

Linguistic and Cultural Issues in Assessment

**Denver Public Schools: 2010-2015**

**Deputy Instructional Superintendent/ Director of Instructional Leadership**

- Inform the Superintendent's Executive Staff and Leadership Team of the work related to the network schools
- Design and Implement professional development that supports reforms district-wide by identifying, sharing and facilitating best practices practice strategies.
- Member of district cross-departmental team. Contribute to the decision-making and implementation process of district initiatives.
- Hiring, supervision, and evaluation of principals of schools.
- Supervision and monitoring of innovation schools
- Provide data, tools, and structures to support school leadership teams
- Ensure instructional programs are research-based, vertically-aligned and data driven
- Implement of strong systems that are conducive to the effective operation of schools
- Coordination and support, internally and externally for schools at all stages of the Unified Improvement Plan process, including operational and project management support, and coordination with external providers
- Provide leadership and support to school Attend and support school and community-based parent meetings.

- Build capacity and eventually develop greater internal structure for school support to ensure long-term sustainability in schools.

#### **Strategic School Partner**

- Provide data updates to the Chief of Innovation & Reform for the purposes of updating the Superintendent and Board of Education on progress of network schools.
- Design and Implement professional development that supports changes district-wide by identifying, sharing and facilitating best practices practice strategies.
- Progress monitor network schools goals
- Provide data, tools, and structures to support school leadership team in making strategic school decisions
- Coordinate supports, internally and externally for schools at all stages of the Unified Improvement Plan process
- Coordinate instructional rounds in innovation schools.
- Build capacity and eventually develop greater internal structure for school support for long-term sustainability in schools.
- Quality review of charter and Innovation schools
- New schools support and development

#### **Denver Public Schools- Valdez Elementary Assistant Principal -Title 1/ English Language Learners/ Dual Language**

- Educational assessments; facilitate data teams high-impact differentiated instruction against standards-based teaching for all students.
- Develop staff-trainings, calibrate and evaluate information that enhances teaching practices as a conduit of curriculum reform and students centered instruction
- Evaluate school-wide data to define trends and support strategic planning efforts
- Collaborate with principals, evaluate the needs of student is terms of discipline and restorative justice.
- Evaluate, mentor and coach teaching staff

#### **Charles E. Smith Jewish Day School- (2007-2010)**

**Rockville, MD**

#### **Director of Mathematics /Administrator**

- Direct the composition, structure, and functioning of student math learning programs; develop plans for allocation of fiscal resources; consolidate, review and amend models that enrich CESJDS curriculum.
- Manage educational direction, facilitate enrichment classes, assemble CML competitions and promote high-impact differentiated instruction against standards-based teaching for multi-cultural students.
- Develop staff training programs; calibrate and evaluate information that enhances teaching practices as a conduit for curriculum reform and student-centered instruction.
- Design and implement new teachers orientation as an innovative approach to bring new teachers and staff members up to speed with modern day materials, curriculum and procedures.
- Facilitate student assessment programs; scrutinize school-wide data and make proposals based on analysis to advance instructional agenda for grades K-6.
- Key advisor to Principal; organize math team meetings, identify and gain alignment around key issues; provide debriefings and summary reports with remediation plans.

**Arlington Public Schools - (2004-2007)**

**Arlington, VA**

**Gifted Resource Specialist**

- Professional staff development, and mentorship to school staff
- Lead UBD team; identify instructional resources and support structures throughout the school to foster differentiated instruction
- Guide school-wide Improvement initiatives; recommend instructional materials and methods based on gifted students' diagnostic assessments other district testing scores.
- Furnish staff development training; concentrating on best practices for gifted programs, managed the overall countywide comprehensive development/implementation directives on mathematics.
- Create multi-school/multi-level learning workshops; providing community-wide training opportunities for faculty on the topics of Everyday Mathematics, Knowing Mathematics and Math in the Mind programs.

**Maury Elementary - (2000-2004)**

**Alexandria, VA**

**Gifted Resource Specialist/Math Coach/Teacher**

- Provide curriculum development and professional learning to staff, align curriculums to provide targeted support to identified students through formative and summative assessments.
- Document student progress; monitor and reassess the effects of an integrated approach to mathematics acclimating material to cope with fluctuating levels/needs.
- Awarded a \$150,000 Comprehensive School Reform Grant; utilized a variety of inquiry-based techniques to promote maximum integration of gifted students into the program.
- Wrote and was awarded two grants totaling \$8,000 used to implement technology-based education programs.
- Serve as instructional lead teacher; organize and headed faculty meetings and collaborate on the formulation of Exxon Mobile grant to secure funding sources
- Build capacity of faculty, P.T.A. and community members in the areas of Mathematics

**Temple Kol Ami**

**(1999-2000)**

**Plantation, FL**

**Teacher, grades 3 and 4**

- Third and fourth grade combination class.
- Create, map, pace and facilitate third/ fourth grade curriculum
- Facilitated parent workshops
- Develop student assessments and evaluations to provide student progress updates.
- Create classroom based learning objectives; provided varied opportunities for students with special needs to achieve success through an Individual Education Plan.
- Facilitate an academically stimulating experience to foster creativity, intellectual achievement and independent thinking among students
- Create and implement step-by-step science curriculum programs to ensure comprehension of core curriculum requirements to boost students' performance

**EDUCATION/TRAINING**

**PHD** University of Denver: Educational Policy and Urban School Leadership: In Progress

2013 Relay Graduate School of Education

2013 KIPP Leadership Design Fellow

May 2012: University of Denver: Ritchie Fellow: Principal Certificate

September 2010-2011: Educational Policy and Leadership Development. University of Texas

**M.S.** Elementary Education. Nova Southeastern University, Fort Lauderdale, Florida  
Educational Psychology course work University of Virginia  
**B.S.**, Liberal Arts, Radford University, Radford, Virginia

**CERTIFICATIONS**

Virginia - Teaching PK – 6  
Colorado- Teaching Pk-6

**AWARDS/ACCOLADES**

Board Chair: Colorado Juvenile Defenders Coalition  
Colorado State Review Panel  
Ritchie Fellow DPS 2011  
KIPP Design Leadership Fellow 2013  
Nominated as Disney Teacher of the Year 2001  
Selected by National Science Foundation to serve on TSP Panel Fall and spring 2004-2006

**REFERENCES**

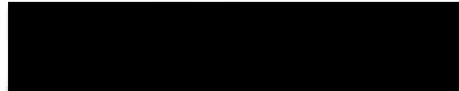
**Peter Sherman-** Executive Director, District & School Performance Unit  
Colorado Department of Education Former Principal- Valdez Elementary

  
**Alyssa Whitehead-** Bust- Chief Academic and Innovation Officer Denver Public Schools

  
**Margaret Gilhooley-** Assistant Superintendent and former Director of Gifted Services  
Arlington Public Schools

  
**Ami Desai**  
Independent Consultant

  
**Felicia Manzanares–** Teacher Effectiveness Coach  
Denver Public Schools

  
**Barb Straus-** Assistant Principal  
Charles E. Smith Jewish Day School

# April Wilkin

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## **Professional Objective**

To support the growth and development of charter school administrators and work as an administrator in a school setting, providing an optimal learning environment for all students.

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## **Philosophy**

Instructional leaders guide teachers to the most effective type of instruction, given a range of students, content, curriculum, and support. Leaders have suggestions for teachers that are timely, specific, and research based.

effective communicator ° flexible ° clear vision ° resourceful ° collaborative ° informed ° diligent

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## **Certifications**

Principal License, State of Colorado - Active

Elementary Teaching License, State of Colorado - Active

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## **Experience**

Prospect Ridge Academy, Broomfield, Colorado  
Elementary Principal

2011-Present

- Supervision and evaluation of all certified staff including administration and operations
- Create and maintain the yearly budget, school calendar, and strategic plan
- Guide and train the leadership team in the areas of assessment, professional development, data driven instruction, technology incorporation, marketing, human resources, financial viability, and daily operations.
- Present the schools vision through open enrollment, speaking engagements, and leadership

Peak to Peak Charter School, Lafayette, Colorado  
Elementary Assistant Principal & Math Interventionist

2008-2011

- Supervision and evaluation for half of the certified staff at the elementary level
- Management and training for all instructional para professionals, including creating the schedule, calendar, and expectations.
- Provided math intervention services to 75 students in grades K-5 daily for students at Tier 2 & 3

Peak to Peak Charter School, Lafayette, Colorado  
4th Grade Teacher, Literacy Team Leader & Mentor

2004-2008

- Differentiated reading, writing, mathematics, science, and social studies instruction.
- Conducted ongoing parent communication through weekly newsletters and parent teacher conferences.
- Developed a way to integrate Core Knowledge with the existing standards and benchmarks.
- Provided workshops supporting teachers in "best-practices" for literacy instruction.
- Conceptualized and provided curriculum mapping training to K-12 staff.
- Adopted a new writing and spelling program. Developed the accompanying scope & sequence
- Hosted observing teachers from another charter school who were hoping to learn about effective classroom routines, management, instruction, and assessment.

Maple Elementary School  
4th Grade Teacher

2003-2004

- Established an after-school tutoring program to help struggling readers using Title I state funding. All participating students received proficient scores on the state examination.

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## **Education**

University of Colorado, Denver, Colorado - Principal Licensure, 2008

- Currently completing a program comprised of 32 credit hours designed around state and national principal standards and 400 clinical practice hours of experience.

University of Colorado, Boulder, Colorado - Master of Arts Degree in Education, 2007

- K-12 Endorsement in Literacy. Completed Reading Specialist requirements.

Miami University, Oxford, Ohio - Bachelor of Science Degree in Education, 2003

- Graduated Magna Cum Laude. Member of Golden Key International Honors Society.
- Provisional & Professional Early Childhood Teaching License in Ohio & Colorado.

## **Professional Development**

Sheltered Instruction for English Language Learners (2007), Lead Book Study *Practice with Purpose* (2006-2007), National Council for Teachers of Mathematics Conference (2006), Meeting the Needs of the Visual Spatial Learner Training (2007), CCIRA Conference on Literacy (2006, 2007, 2008), TIES Leadership training (2007), Math Investigations Training (2006), First Steps Reading Training (2006), Six-Traits Plus 1 Writing Workshop (2007), Leadership Cohort (2007), Building Leadership Team (2007-2008), Data Team (2007-2008), Technology in the Classroom (2004), Nonfiction Matters (2003).

Member of the Colorado Council International Reading Association (CCIRA) and the Association for Supervision and Curriculum Development (ASCD).

## **Leadership Experience**

- Lead Elementary Curriculum Sub-Committee
- Lead Hiring Committee
- Finance Sub-Committee
- Facilities Sub-Committee
- School Accountability Committee
- College Preparatory Team
- Lead School Crisis Response Team
- Lead Grade Level Leaders – Data Team, RtI Team

## **References**

Ken Rooks – [REDACTED]  
Founder & Board Vice President at Prospect Ridge Academy

Brett Fund – [REDACTED]  
Board President at Prospect Ridge Academy

Adam DiGiacomo – [REDACTED]  
Secondary Principal at Prospect Ridge Academy

Kristin Vigil – [REDACTED]  
Elementary Assistant Principal at Prospect Ridge Academy

## Anthony C. Fontana



### PROFESSIONAL EXPERIENCE

2011 – Performance Consulting, Ilc

The Academy Charter School – Acting CEO, strategic plan and execution, evaluate, coach and mentor Level principals and COO, lead strategic planning and execution, lead Board in strategic decision making.

Stargate Charter School – consult on expansion of school from a K-8 to a K-12, Coach and mentor senior staff, assist in creation of state approved induction program.

Flagstaff Academy – evaluate, coach and mentor senior staff. Lead Board in self-evaluation and Board improvement plan.

Pioneer Charter School – Evaluate Board and establish evaluation systems and goals for school leader.

Bromley East and Aspen View Charter Schools– Evaluate Board, mentor and coach leader, strategic planning and leadership development of staff.

Colorado Department of Education – Site review team member using Charter School Support Initiative process including expansion and replication schools), mentor new school leaders.

Jefferson and Douglas County (2014) – create and lead school accreditation review

Atlas Prep, Colorado Early College, Global Village Academy (4 leaders), KIVA, Loveland Classical Academy, Provost, SOAR, STEM, Mentor leaders as part of Colorado Department of Education federal grant program. Topics include: System Thinking, Leadership development (leader and staff) Professional Development, Budget & Finance, Human resources, Assessments & Curriculum, Literacy Systems

Northeast Charter School – Instructional Leader and Coach for Middle School Teachers, mentor and coach assistant principal, principal, teachers and other assigned staff; Middle School moved from turnaround status to performance in one year.

RMCA, Calvert, TCA, Brighton Collegiate, ERA, Brighton School District, CSI –

various forms of consulting work including evaluation of schools, strategic planning, coaching and developing leaders

#### Free Horizon Montessori – Strategic Planning

Other work includes: plan and teach instructional workshops, teach standards, curriculum and data workshops to schools, mentor and evaluate principals, develop staff agreements and instructional expectations, lead professional development, mentor teachers as leaders, create leadership training programs, evaluate schools and/or leaders.

#### **2005 – Present CDE Schools of Choice consultant**

Lead workshops for principals and instructional leaders, mentor principals, evaluate schools. Lead book studies; help create administrative handbook, developed classroom observation form for site visits, lead professional development for CSSI team.

Create and lead Administrative Mentoring Cohort – focus on increasing leadership capacity Train mentors for principals, create curriculum and monitor growth of new principals (2 year program)

#### **2003-2011 Peak to Peak Charter School, Executive Principal**

Direct supervisor of building leadership team. Mentor all administration. Co-wrote and implemented strategic plan. Co-chairman of the Character Development, Curriculum, and BLT committees. Co-write School Improvement Plan to ensure accreditation from district and state. Lead efforts to be have North Central Accreditation as a K-12 College Prep. Responsible for all items directly related to student achievement and teacher education. In addition to workshops listed below, led workshops to improve instruction, including reading strategies, reading structures and implementation, reading across the curriculum, writing across the curriculum, curriculum mapping, cooperative learning, team building, CSAP strategies, writing to learn. Mentored teachers, both individually and in small group setting. Taught classes to model instructional techniques. Observed and evaluated teachers and administrators, providing both feedback and growth plans. Built the K-12 team and created peer coaching across grade levels and subjects. Train all mentor teachers; train all teachers for peer coaching program. Developed team leaders. Managed a multi-million dollar budget, allocating resources according to student need and strategic plan. Ensure 100% participation for CSAP testing. Led all secondary assemblies. Worked with all committees to maximize parent involvement. Reorganized offices to increase production and eliminate duplication. Coached volleyball. Led food drive with junior class (5,000 cans in 03-04 to 20,003 in 06-07).

#### **2004 – 2008 Peak to Peak, Director, Alternative Licensure Program**

Co- Created program for teacher candidates. Direct program, modify curriculum and workshops to fit needs of individual teachers. Work with University Liaison to observe and provide feedback to candidates. Meet & mentor all candidates and mentors. Train all mentors. Evaluate all candidates, ensuring all programs and state requirements are fulfilled. Teach required professional development. Work with Colorado Department of Education to certify all candidates.

#### **2003- 2007 Peak to Peak, High School Principal**

Led all aspects of high school, including supervision and evaluation of all teachers, create and implement school improvement plans, analyze and use data to

drive instruction, recruit and retain students and staff, create and implement standard, honor and AP classes. Co-create and implement college counseling program, built structures for student support, mentored assistant principal into HS principal role.

2002-2003 **Peak to Peak Charter School, Assistant Principal, Instruction & Curriculum**  
Taught teachers how to write scope and sequence, using Colorado State standards to drive benchmarks and assessments. Instructed teachers on lesson design and critical elements of instruction including anticipatory sets, closure, finding and using correct level of difficulty, motivation theory. Coached teachers on how to establish effective discipline procedures to manage a classroom. Demonstrated how to differentiate within a class. Provided evaluations and feedback to teachers, helped initiate mentor program. Developed before, during and after school programs to assist struggling students. Chaired Curriculum team, planned and ran staff meetings, hosted after school workshops for teachers including: questioning for higher level thinking, pre and post assessment test, developing rubrics, using student feedback to improve instruction. Inserved teachers on 6 trait writing system, managed curriculum budget, assisted teachers in writing entrance and exit exams for classes in all disciplines. Implemented policies and procedures vital to opening and running a school; led school during principal's 3 month absence.

2000-2002 **Greeley Central High School, teacher**  
Taught 9-12 grade Regular, Team Taught and Honors English classes (both literature, writing and mass media). Students scored above building and district average on CSAP tests. Developed standards and curriculum mapping for District writing and literature courses. Developed supplemental reading material for 9<sup>th</sup> grade. Assisted in developing and implementing new attendance procedures and policy. Taught class with Social Studies teacher. Supervised two intern teachers. Voted Teacher of the Year.

1996-2000 **Heath Junior High School, teacher**  
Taught 8 and 9 Regular, Team Taught and Honors Language Arts (on average, 175 students a year). Classes had highest reading and writing average scores in building and above district average. Students published and won contests. Instituted writing program using *The Writer's Notebook*. Developed district tests for reading and writing used by all 8<sup>th</sup> graders. Participated on Middle School Transition Team, designing the structural system used by all middle schools in district.

1989-1996 **Kenneth Henderson Middle School, teacher and coach**  
Taught 8<sup>th</sup> grade Regular and Honors Language Arts (average class size 29 students). Implemented Six Trait Writing Model. Evaluated papers for the State Writing Assessment. Table leader for the State for the Writing Assessment. Students had highest writing average scores in district. Supervised two intern teachers. Chaired State School Improvement Plan (used as a model for other secondary schools in district). Served as team leader every year. Students published in national magazines. Recruited and escorted 250 students on four day tour of Washington, D.C.

2000-2001 **Head Varsity Volleyball Coach, Greeley Central High School**  
Transformed 3-17 team into a 25-4 state contender. Instituted summer program and open

gyms in off-season. Named Northern Conference, Rocky Mountain News and Denver Post 5A Coach of the Year(2001).

1989-2000 **baseball, basketball, cross-country, softball, track, volleyball coach**  
Won 29 league championships during tenure and Varsity State Softball in Kansas, 1992

1996-1998 **Sponsor: National Junior Honor Society**  
Inducted over 150 students; tripled required service learning projects; sponsored leadership conference for 5 schools; created *May Million Food Drive* which resulted in donations surpassing 28,000 cans of food and \$1,750 to local food bank; and won J.C. Penney Crystal Apple Award.

1993-1996 **Director: Environmental Club**  
Created club and recruited 110 members. Raised over \$9,000 to support two conferences attended by 550 participants. Results: installed over 5,000 water displacement devices, wrote over 1,000 letters, recycled over 7,000 telephone books, and created the adopt-a-school program for Garden City, Kansas. Helped initiate club at High school and provide leadership support.

1991-2000 **FACILITATED TRAINING SEMINARS**  
Presented workshops on variety of topics including: Using Reading Strategies to Enhance Learning, Positive Discipline, Cooperative Learning, Active Participation, Writing (The Reluctant Writer, Guided Research, 6 Trait Model), Mastery Learning, Mastery Teaching, Instructional Theory into Practice(3 day workshop given several times per year, 25-45 participants), Strategic Teaching Achieves Results (Participants included every first year teacher in district), Using Art in the Classroom, and Making Thinking Happen, Effective Questioning Techniques, Anticipatory sets, Closing a Lesson, Sponge Activities, Model lesson planning, Teaching on a Block.

#### **CO-AUTHORED**

*A Writer's Notebook*, plus a Teacher's Guide to *A Writer's Notebook*

An instructional textbook used across the curriculum in building. Complete with lesson plans, effective writing traits, and rubrics for assessment.

*Student Guide to Research*, plus a Teacher's Resource Book

A step-by-step unit designed to take a student from brainstorming through the writing process including a variety of final product choices.

#### **EDUCATION**

M.A. in Organizational Management, University of Phoenix, 2001 Graduated Magna Cum Laude  
B.A. in English, Colorado State University, 1989

CORY GARDNER  
COLORADO

Suite 300, 8408  
Dwight D. Eisenhower Office Building  
Washington, DC 20515  
(202) 334-6941

# United States Senate

COMMITTEES  
COMMERCE, SCIENCE,  
AND TRANSPORTATION  
ENERGY AND  
NATURAL RESOURCES  
FOREIGN RELATIONS  
SMALL BUSINESS AND ENTREPRENEURSHIP

July 14, 2015

Leslie Hankerson, Amy Huber, Kathryn Meeley and Erin Pfeltz  
Office of Innovation and Improvement, Charter Schools Program  
U.S. Department of Education  
400 Maryland Avenue SW, Room 4W257  
Washington, D.C. 20202

RE: Grant Application Submitted by the Colorado Department of Education  
Federal Charter Schools Program Grant to State Education Agencies  
84.282A

Dear Ms. Hankerson, Ms. Huber, Ms. Meeley and Ms. Pfeltz,

On behalf of the Colorado Department of Education, I am writing to ask for your full and fair consideration for its application to the U.S. Department of Education's Federal Charter Schools Program Grant to State Education Agencies.

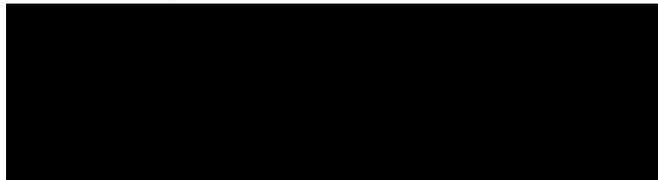
Charter schools in Colorado comprise nearly 12% of the PK-12 public school enrollment and serve more than 101,000 students. According to the Colorado Department of Education, the state's charter schools surpass non-charter schools in achievement and growth outcomes for students. In particular, charter schools have played a critical role in academic achievement for educationally disadvantaged students.

The Federal Charter Schools Program Grant will provide funding for at least 36 new charter schools in the coming school year, as well as supplement funding for the existing charter schools. The grant will also fund the necessary board members, administrators, teachers and staff at the new and existing schools.

The Colorado Department of Education is requesting \$36,360,000 to be disbursed over three years. A monitoring system will evaluate each charter schools performance through an annual review, an on-site visit and a three-day exam conducted by an outside consulting firm.

The Charter Schools Program grant is important to the growth of the charter sector and the quality of education in Colorado. Thank you for your full and fair consideration.

Sincerely,



Cory Gardner  
United States Senator



**COLORADO**  
State Board of Education

201 East Colfax Avenue  
Denver, CO 80203-1799

**Marcia Neal**  
Chairman  
3<sup>rd</sup> Congressional District

**Angelika Schroeder**  
Vice Chairman  
2<sup>nd</sup> Congressional District

**Steve Durham**  
5<sup>th</sup> Congressional District

**Val Flores**  
1<sup>st</sup> Congressional District

**Jane Goff**  
7<sup>th</sup> Congressional District

**Pam Mazanec**  
4<sup>th</sup> Congressional District

**Debora Scheffel**  
6<sup>th</sup> Congressional District

June 24, 2015

To whom it may concern:

As Chair of Colorado's State Board of Education, I am writing to you in support of the Colorado Department of Education's (CDE) application to renew funding for the Colorado Charter Schools Program under the U.S. Department of Education's Charter Schools Program (CSP) grants to State Education Agencies.

Charged by the Colorado Constitution with supervision of Colorado's public schools, our duty as the State Board of Education is to ensure and enhance educational opportunity and quality outcomes for Colorado students. As a 7-year veteran of the State Board, having also served 8 years on the local board for Mesa Valley School District #51 and 25 years in the classroom, I am keenly aware of the educational needs of our state. I have also had the privilege to serve on the state board as a broad education reform agenda unfolded in our state over recent years that has included initiatives around accountability, unified improvement planning, educator effectiveness, early literacy, school readiness, internationally-benchmarked Colorado Academic Standards, rigorous assessments, graduation guidelines, etc.

As a local control state, it has been crucial during these reform efforts that our school districts and communities have tools and resources available to them to empower and leverage improved educational outcomes at the local level. The availability of CSP funds to help plan and implement new, replicating, and expanding charter schools has made it possible for districts and community members to consider charter schools not just as a possible, but often essential, resource for providing more high-quality school options for their most needy students.

Due to the availability of these funds, and the robust wrap-around supports to schools and authorizers offered by CDE's Schools of Choice Office as part of the Colorado Charter Schools Program, Colorado has been able to ensure that new, replicating, and expanding charter schools have the tools and resources they need to launch with quality. Thus, Colorado's charter school sector now serves not only a larger and more diverse population of students, but is doing so with a higher level of achievement and growth for students than the non-charter sector. The Charter Schools Program and the Schools of Choice Office have thus been instrumental toward improving the availability of high-quality educational opportunities for parents and students in Colorado.



Additional CSP funds will be crucial for continuing to provide local communities the option of utilizing charter schools to bring about higher outcomes for more students. This will especially be true over the upcoming few years as we reach the end of our accountability system's 5-year clock. The State Board of Education will be tasked with prescribing the outcome for failing schools and districts that continue to underserve students. Our state statute provides the State Board with the option to consider conversion of these failing schools to charter schools, and continued CSP funds will support this process to ensure these schools are developed and implemented with quality so that the success of Colorado's charter sector can be extended to these students who have been underserved for far too long.

Without the continued support of CSP funds through this crucial time of accountability and reform in our state, I fear Colorado may lose the momentum created thus far. I therefore offer my wholehearted support for CDE's CSP application for renewed funds for this highly successful program.

Yours Sincerely,



Marcia Neal  
Chair, Colorado State Board of Education





June 26, 2015

To Whom It May Concern,

I write this letter in support of the Colorado Department of Education's federal application for Charter Schools Program grants to State Education Agencies.

The charter school law in Colorado passed on June 3, 1993. That fall, the first two charter schools opened in the state. Since then, the movement has become a robust sector of the K-12 education landscape. Charter school students now comprise almost 12% of the K-12 enrollment, and we have approximately 10 charter schools opening each year, many in the Denver metro area but many in the rural and small town areas of the state. In the 14-15 school year, the 214 charter schools in the state served over 101,000 students. The CSP grant has been integral to the growth of the sector and to the quality of our new schools.

Significantly, charter schools consistently outperform their traditional public school peers in both academic achievement and student growth. This is accomplished while serving a higher number of educationally disadvantaged students, thus making great strides to close the achievement gap that exists among student subgroups. Colorado's charter school demographics mirror the state in minorities served, and outpace the state average in the percentage of English Language Learners and Free and Reduced Meal-eligible students served. In all of these areas, students perform much better in charter schools than their traditional public school peers.

The ongoing challenge with new school development is early stage funding. Through the CSP grant allocations, tens of thousands of children have been given access to better school options and a brighter academic future. As an organization that has worked closely with the grantees and the office that administers this grant, both the process and the results are exemplary!

I ask that you consider Colorado again as a recipient of the CSP grant to state agencies. Our state needs it and our kids deserve it!

If you have any questions or would like to talk through the Colorado context, please don't hesitate to contact me.

Sincerely,

A solid black rectangular box redacting the signature of Nora E. Flood.

Nora E. Flood  
President of the Colorado League of Charter Schools



July 2, 2015

To Whom It May Concern:

The Colorado Children's Campaign is a nonprofit, nonpartisan advocacy organization committed to ensuring every chance for every child in Colorado. An important part of our work to achieve this goal is ensuring that every child has access to an excellent public education. That requires high-quality school options, including high-quality charters. For this reason, we support the Colorado Department of Education's federal application for Charter Schools Program grants to state education agencies.

Charter schools now serve more than one in 10 children in Colorado, including increasingly higher numbers of English language learners, low-income students, and students with disabilities. Over the last five years, Colorado's Charter Schools Program grant has been instrumental in creating the capacity for CDE to increase the number of high-quality charter schools in Colorado, evaluate their effects on student achievement, and disseminate best practices. This support has helped drive significant improvements in both achievement and growth in Colorado charter schools, to the point that the charter sector now consistently outperforms the non-charter sector. Continued funding will help sustain CDE's important work in starting and supporting high-quality schools and ultimately increasing the achievement of Colorado's students.

Thank you for your consideration of Colorado as a recipient of the Charter Schools Program grant.

Sincerely,

Chris Watney  
President and CEO

Leslie Colwell  
Vice President, K-12 Education Initiatives

July 6, 2015

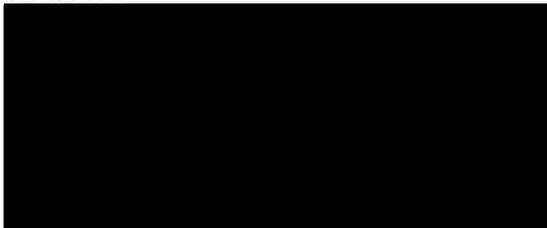
To Whom It May Concern:

I am writing this letter in support of the Colorado Department of Education's pursuit of the Charter School Grant Program funds. As Colorado's statewide authorizer of charter schools, the Charter School Institute is in a unique position to support schools in a variety of communities across our state. I have had the opportunity to observe the criticality of start-up funds to many charter schools. These schools are unique in many ways, but the one thing that unites them is the paucity of funding options for schools in the pre-opening and early years of operation. As the CREDO study on charter school achievement reminds us, this is a critical time for the school to establish its success and without necessary money it is an extremely challenging endeavor. On top of this, the relatively low amount of per pupil operating revenue that charter schools receive in Colorado *and* the definite lack of affordable facility options are compounded. All of this is to say that charter schools in Colorado are greatly dependent on the ongoing availability of the CSP program and funds. Charters in Colorado have a demonstrated track record of success and, in aggregate, are outperforming traditional schools, even controlling for poverty variables. To continue this pattern we must secure the ongoing opportunity for access to these start-up funds.

The impact of the loss of these funds would be severe. This year alone, 30% of our portfolio relied on CSP funds for preparation and early year operations. Without these funds, the successful operations of these schools would be seriously jeopardized if not completely rendered inviable.

We urge you to prioritize the provision of these funds for the state of Colorado. We ask that you consider the quality of the state's application, the quality of the charter sector to date and the unique funding challenges that charter schools already face in Colorado.

Sincerely,

A large black rectangular redaction box covering the signature area.

Ethan Hemming, Executive Director



PORTFOLIO MANAGEMENT  
1860 Lincoln, 12<sup>th</sup> Floor  
Denver, CO 80203

July 2, 2015

To whom it may concern,

The Portfolio Management Office of the Denver Public Schools welcomes this opportunity to provide a letter of support for the Colorado Department of Education's Schools of Choice Office and its application to the CCSP federal grant program.

The availability of CCSP funding has been fundamental to the growth of Denver's charter sector, which has, in turn, helped drive gains for our students, especially at the secondary level. The CCSP funding provides critical start-up funding to these new schools, which cannot reasonably be covered by the comparatively low per-pupil revenue afforded to schools in Colorado.

Our charters also have benefitted greatly from the technical supports made available to funded schools. As an authorizer, we are especially appreciative of the technical supports CDE offers around board governance and for business managers and for administrators. Our experience has shown that governance, finance and leadership are areas where new charter schools often need substantive development and support, as they move toward implementation. We are grateful to CDE's Schools of Choice office for providing these services, especially considering that it would be a slippery slope for Denver Public Schools to engage in such activities as an authorizer that ultimately holds the schools accountable.

Further, we must be sure to acknowledge and thank CDE for its steadfast supports for authorizers. Like so many others around the state, Denver Public Schools has found CDE to be a steadfast partner in strengthening our authorizing practices and helping to forge a professional learning community among authorizers statewide.

Sincerely,

[REDACTED]  
Jennifer Holladay  
Director, School Development  
Denver Public Schools  
[Jennifer\\_holladay@dpsk12.org](mailto:Jennifer_holladay@dpsk12.org)



June 24, 2015

Ms. Gina Schlieman  
Manager, Schools of Choice Unit  
Colorado Department of Education

Re: CDE CSSP Grant Application: Via email

Dear Gina:

I am pleased on behalf of the Douglas County School District (DCSD) to provide this letter of support for the CSSP Grant Application to be submitted by the Colorado Department of Education. DCSD is the third-largest school district in Colorado, serving approximately 67,000 students and employing more than 7,000 employees. Of the District's 80 schools, 14 are charter schools, serving nearly 17% of the district's students.

As Director of Choice Programming for DCSD I have worked directly with the Schools of Choice Unit since the inception of the current CSSP grant cycle. I have also had the personal privilege of serving as a member of the Charter School Support Initiative teams, which conduct critical in-depth site visits of charter grant recipients in year two or three of the CSSP grant as part of the current Colorado CSSP grant.

The CCSP grant has directly benefited a number of DCSD charters and the district itself. Douglas County is a rapidly growing area, but the district does not have sufficient funding to build additional district schools. Douglas County has partnered with CSSP grant recipient charters to address these capacity needs. The CSSP grant received by these partner charter schools has ensured the viability of the new charters. Both the charter school and the district benefit from this unique partnership to meet district growth needs.

As an authorizer, our district staff and I have benefited from both the regular authorizer meetings as well as the board and staff trainings provided by the Schools of Choice Office. The SOC office has been instrumental in promoting and establishing an atmosphere of excellence in charter authorizing, which would be difficult if not impossible to maintain absent the CSSP grant. I have also worked with the Schools of Choice office in redrafting the Colorado standard charter school application and rubric, as well as revisions to the standard charter contract in use by a number of districts around the state to reflect the current state of the art. These activities would not have happened absent the CSSP grant.

Both DCSD as an authorizer, our charters and the state as a whole would be severely impacted in the event that CDE did not receive the CSSP grant, in that there is no other state governmental entity that provides training, support, and robust accountability for both charters and authorizers. In summary, I strongly recommend that the Colorado Department of Education CSSP grant application be approved in order to continue and improve upon the excellent authorizing atmosphere and work being done here in Colorado.

Sincerely,

  
Thomas H. McMillen, JD



Two Rivers Community School  
195 Center Dr.  
Glenwood Springs, CO. 81601

July 1, 2015

Charter School Program  
Elementary and Secondary Act  
U.S. Federal Government  
Washington, D.C.

Dear Grant Selection Committee,

On behalf of Two Rivers Community School, we are respectfully writing this letter to express our full support for the reapplication of the Federal Charter School Program (CSP) Grant submitted by the Schools of Choice at the Colorado Department of Education. This additional funding will enable our community, our region, and our state to continue the progress already made by supporting and increasing the number of high-quality charter schools in the state of Colorado.

While the state has continued to increase the number of charter schools in the past years, without the financial support from the CSP grant, the number of future charter schools and the quality of their instruction would be highly compromised. From our end, with the support of the CSP grant, our school was able to open its doors for the first time in the fall of 2014; without such support, we would have never opened. We currently have 210 students enrolled for next school year and 82 more are on the waiting list. These children and their families have advocated for choices and our school represents an opportunity for them to participate in an innovative model that has a proven record of academic achievement and success. Unfortunately, our school is the only charter school in Glenwood Springs, and the only one between Grand Junction and Eagle on the I-70 corridor. This fact alone illustrates the lack of schools of choice in the Western Slope in Colorado.

With CSP grant funds, our school was able to create a functional and stimulating learning environment by providing warm, safe and comfortable school spaces adequately furnished and equipped with technology, books, and instructional materials. Technology acquired with the CSP grant allowed us to work without a library by doing blended learning, take standardized test, and implement Google classrooms. Also, the literacy and math curriculum purchased gave us research-based tools to modify and improve instruction, and the staff development support helped us prepare our teachers for a successful year.

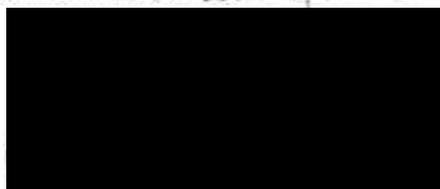
Another key component of the CSP grant is its technical assistance, which provides several opportunities for administrators, board members, business managers or staff to develop the skills and knowledge necessary to succeed in the charter sector. We are grateful for the technical assistance provided because we benefited greatly from all the training and the networking afforded through that program. In particular, the business managers network meetings, the governing board support, and the administrator mentoring cohort were imperative to our success this year and we would advocate for these technical assistance programs to remain in the future. As we learned this year, the success of charter schools is greatly dependent on the quality of staff development and the opportunities to network with others.

Last but not least, I would also like to express our support for the staff at the Schools of Choice department. Gretchen Morgan, Gina Schlieman, Kelly Rosensweet, and Marti Rodriguez have all gone far and beyond their call of duty to make sure that our school succeeds by providing feedback and support in a kind and friendly manner.

As we look to the future, your continued investment in charter schools in the State of Colorado helps us ensure student achievement with a reduction of the achievement gap that exists between several groups. We, the undersigned, constitute the leadership team for Two Rivers Community School and hope that you will continue to support our children in the State of Colorado through the renewal of the CSP Grant.

For any further questions, please do not hesitate to contact any of the TRCS leadership team members. We will be happy to provide you with answers.

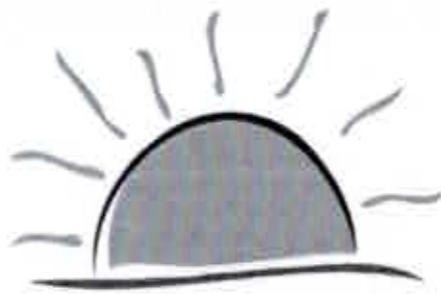
Sincerely,



Adriana Hire- Director of Business and Outreach  
Rebecca Ruland – Director of Curriculum and Instruction  
Manette Anderson- Board President  
Rachel Connor: Board Vice-President  
John Gorman: Board Member  
Melody Massih: Board Member  
Paula Suarez: Board Member  
Abigail Jones: Board Member  
Abby Hollenbaugh: Board Member

[www.tworiverscs.org](http://www.tworiverscs.org)

[info@tworiverscs.org](mailto:info@tworiverscs.org)



# Salida del Sol Academy

## Dual Language Education

June 26, 2015

To Whom It May Concern:

On behalf of the Board of Directors of Salida del Sol Academy, we enthusiastically submit this letter of support for the CCSP grant for the Colorado Department of Education. As recipients of the CCSP grant for the 2014-15 academic year, we can unequivocally state that this grant was crucial in our ability to successfully open a new charter school in Greeley, Colorado.

Salida del Sol Academy (SDSA) opened in east Greeley on September 2, 2014 as a new charter school and as the first dual-language immersion school for K-8 students in Greeley, Weld School District Six (SD6), and Weld County. We are a Title 1 school located in the less affluent part of town where the majority of our students come from homes where the primary language spoken is Spanish. We have implemented the Gómez & Gómez Dual Language Enrichment (DLE) methodology of instruction and selected curriculum that aligns both with this methodology and Common Core and state mandated requirements. It is our goal that students who enroll at SDSA will leave our school prepared with 21<sup>st</sup> century skills, being fully literate in English and Spanish, and will show competency in all academic subject areas.

The CCSP grant has benefited our school in a number of ways. Unlike non-charter schools in the district, on top of all the other traditional school expenses, charter schools also have to pay for their facilities. We have to do this with income generated from per pupil revenue and fundraising. This is a substantial amount of money, and the CCSP grant helped us to backfill this amount in order to purchase the equipment necessary to operate a fully functional K-8 school.

For the first year of our grant, we were able to purchase chrome books for grades 3-8, along with charging stations and increased access points. This purchase was critical for both teaching 21<sup>st</sup> century skills to our students and also were necessary to complete state mandated testing. Quite frankly, we are not sure how we would have handled the testing without this grant; it is a very frightening thought.

The CCSP grant is also allowing us to purchase musical instruments as part of our music program. We would not have been able to do this without the grant we received. Studies show that arts education leads to cognitive and basic skills development; arts education increases interest in academic learning, learning to play a musical instrument helps students to develop faster physically, mentally, emotionally, and socially; and there is a high relationship between high self-perception, high cognitive competence scores, general self-esteem and interest in school. (Jeanne Akin, Music Makes a Difference)

In addition to these two examples, the grant will provide the opportunity for staff development and educational assessment. These two pieces are critical to the success of a new school, especially one that is as unique as our school. If we had not received this grant, we are not sure where we would have gotten the funds for these

important factors. The impact of not having quality staff development or educational assessment would negatively affect our ability to be an effective institution.

In addition to the generous funding we received, we have also benefitted from the various technical offerings provided by the Schools of Choice office. The SDSA Business Manager, who is an experienced CPA who has not worked at a school before, attended training in the spring that he found to be very beneficial. He received helpful information regarding policies for capitalizing assets, as well as meeting colleagues who could provide help to him in the future. The SDSA Assistant Principal and Dean of Students, who were both new to administrative roles, found the administrative training cohort to be very valuable and learned about cognitive coaching and how to help teachers reflect and self-evaluate. The SDSA Principal and Assistant Principal appreciated the information provided at the SB191 Teacher Evaluation training, which helped them enhance the evaluation process at our school. They learned how to use the teacher rubric to evaluate, the processes and steps that are part of the teacher evaluation process and discusses what data can be looked at as part of the evaluation process.

Our interaction with the Schools of Choice staff has been extremely positive. They are always knowledgeable, helpful, and provide prompt responses to our questions. They have been very flexible and understanding, given that at some times we were overwhelmed with the enormity of opening a new school. Gretchen Morgan and Gina Schlieman have gone out of their way to provide us assistance and we are very appreciative of their efforts.

We encourage you to continue to support the Schools of Choice office of the Colorado Department of Education. The CCSP grant money provided to Salida del Sol Academy was absolutely necessary for us to get off the ground and become the first rate school we envisioned from its inception. As a result of your generosity, students in a traditionally low academic performing part of Greeley will now have the opportunity to change their future.

Respectfully,

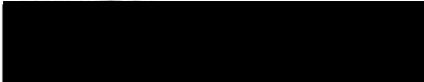
Rebecca Koppes Conway  
Co-chairperson  
Salida del Sol Academy Board of Directors

I am an experienced charter school principal from Los Angeles, CA, but I am new to Colorado. The CDE workshops and trainings have helped me to learn the differences and similarities between the two states. They have also helped me to connect with other charter leaders in the area and see their schools. It is always helpful to have a network of other charters schools for support. In addition, their program is helping me to convert my CA principal license to a CO one, which is an added benefit to my school and to me.

The staff in the CCSP program at the CDE have been immensely helpful and kind. Gina Schlieman, Kelly Rosensweet and Marti Rodriguez have answered questions, worked out details with us around grant requirements, and created useful online resources and in person workshops. They did an excellent job of explaining the application process, giving us feedback, and then providing instruction in how to access grant funds. They respond quickly to questions and have worked with us as we have revised our budget to accurately reflect the real expenses as they came in. I also appreciate how they partner with the Colorado Charter School League, maximizing the resources of both organizations for our benefit.

Having worked in charter schools in both CA and CO, and consulted for charters in New York and Massachusetts, I can also add that Colorado is taking advantage of the power of charter schools to create educational reform in a much more comprehensive way than some other states. There are ongoing projects in which charter schools and district schools collaborate and the Denver Public School District has also rolled out more autonomy for all their schools as a result of the charter schools here. Our school is involved in a collaborative group with several DPS schools, both charter and district, on how to improve inclusive practices and educational outcomes for students with special needs, a critical area in need of creative thinking nationwide. I can say with certainty that not only are charter schools making a difference in the lives of the students they serve, they are also making a difference in educational reforms that are impacting many more students as well in the state of Colorado.

Sincerely,

  
Christine Ferris  
Principal  
REACH Charter  




## New Legacy Charter High School

*Impacting Two Generations at a Time*

June 29, 2015

To whom it may concern:

New Legacy Charter High School is a public charter school for pregnant and parenting teens opening in Aurora, Colorado this August. Our mission is to offer young parents a rigorous, relevant, and engaging education so they are empowered with the skills needed to raise healthy children and graduate prepared for success in college and careers. The school's vision is to see young families creating a legacy of education leading to compelling careers, financial independence, and positive parenting.

We received a three-year Colorado Charter School Program (CCSP) Grant in November 2013. This grant has been essential for getting our school open. It has provided the funding need to purchase curriculum, books, technology, furniture, and more for the school. As a small school serving students with complex needs, we would not have the resources to build a world-class academic program without the grant. Our overarching goal is to create a new model of excellence in alternative education. The CCSP grant has helped us build a strong foundation on which to work towards this goal.

New Legacy has also benefited from the many technical assistance opportunities offered by the Colorado Department of Education as part of the grant program. Our staff and board members have actively participated in the business manager network meetings, the annual finance seminars, and governance trainings. I personally have become a stronger leader through the support I've received through the Administrator Mentoring Cohort, which includes both trainings throughout the year and weekly coaching by an experienced school administrator. This coaching and support has equipped me with the skills to create a school of excellence.

The team in the Schools of Choice Office at the Colorado Department of Education (CDE) is wonderful. They are responsive, organized, thoughtful, and consistent. We are grateful for their work on behalf of Colorado charter schools and their students. New Legacy has certainly benefited from both their expertise and their commitment to quality in the charter school sector.

I encourage your support of the proposal for continued funding of the Colorado Charter School Program Grant. The charter school sector in Colorado is one of the healthiest and strongest in the country. This is due to a number of factors, but a significant factor is the CCSP grant program operated through CDE. CDE's commitment to quality means that only schools with a thoughtful plan and strong capacity are funded; then, once funded, CDE provides those schools with the technical support needed to open and successfully serve students.

If I can provide additional information about our experience with the CDE Schools of Choice Office or the CCSP grant, please feel free to contact me at [REDACTED] or [REDACTED].

Sincerely,

[REDACTED]  
Jennifer M. Douglas  
Executive Director



July 6, 2015

To Whom It May Concern:

DDES welcomes the opportunity to vigorously voice our support for Colorado's application for the federal CSP grant program.

The Colorado Charter School Program grant (CCSP) has been incredibly valuable to DDES in helping us both establish the school and achieve the success that we have so far.

Let me outline some of the highlights:

The CCSP grant benefited DDES in many ways, including:

- The grant provided necessary funds for establishing the core foundations for a successful instructional program - instructional materials, initial staffing and professional development. This \$645,000 "seed money" allowed us to robustly equip the school with the necessary tools for student and school success.
- As an Expeditionary Learning school, DDES places high value on professional development that "simulates" the kinds of teaching and learning that we expect in every classroom. These offerings, especially by the national EL organization, were central to establishing a consistent set of beliefs and norms around instructional practices.
- The grant set DDES on a path to success - as evidenced by strong results across the breadth of the CCSP rubric during our final visit by the grant review team. In the absence of grant funds, DDES would have needed to invest its limited start-up funds on materials, equipment, etc. - and not been able to invest especially in high-quality development of founding staff and teachers. Specifically, DDES would have been unable to hire a strong Director of Curriculum and Instruction during its second year of operation. This position alone has been game-changing, both in terms of student achievement and the cultivation of a positive professional culture at DDES.
- Technical assistance offerings - including business and finance training, governance training, leadership coaching and mentoring - have been of high value to varied players within our organization. In particular, the leadership coaching and mentoring that was funded by our CCSP grant offered the school leader an essential lifeline of support and expertise during the all-critical first years of operation.
- The online governance modules, as well as overviews of how school finance works within the charter context, were of tremendous value. These online offerings provided on-

demand support that were building blocks to deeper understanding of key operational principles and practices for both the Executive Director and the Board of Directors.

- The Schools of Choice staff have always provided necessary guidance on effective implementation of the CCSP grant. Early on, the SOC webinars on appropriate allocations and approved use of funds kept us on track in our planning and expenditures of resources. Later on, as we sought to tailor the technical assistance to our needs, Gina and you offered consistent feedback and accountability.

In summary, the CCSP grant was absolutely critical to our launch and essential to our current success. In an effort to support other high quality charters in our state, we encourage your support of the proposal for continued funding of the Colorado Charter School Program Grant



Terry L. Hershey  
Board Chair  
Downtown Denver Expeditionary School



# STRIVE

PREPARATORY SCHOOLS

June 23, 2015

Gina Schlieman, Manager of the Schools of Choice Office  
201 East Colfax Avenue, Room 210  
Denver, CO 80203

Dear Gina Schlieman,

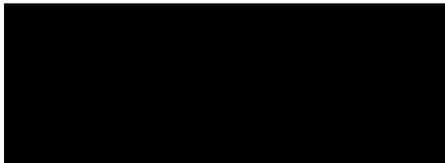
As a growing public charter school network of nine schools, STRIVE Prep has greatly benefited from the Colorado Charter School Program (CCSP) grant. The CCSP grant has supported seven of our current nine schools. This grant has made an enormous difference to our growth and success, to the point where our vision of providing a college-prep education to students in three of Denver's highest-need neighborhoods, could not have been realized without the state's support.

The pace at which our network has grown in the past nine years would have been unimaginable without the CCSP grant. We are confident that we would not have been able to open as many schools without this grant, as each provided critical funds to help us reach our project goals around student achievement, family engagement, professional development, financial stewardship, and more for each new school. This means that significantly fewer Denver students would have had access to a high-quality college-prep school in their own neighborhood.

We are thoroughly impressed by the level of support and accountability we receive throughout the year from the Schools of Choice staff, and consider them some of our best advocates and partners. The staff has always been helpful, not only in supporting the Central Office staff with the technical assistance and reporting requirements, but also encouraging and supporting our school leaders to go above and beyond in ensuring that all of our students are provided with an exceptional education.

I offer my highest recommendation of the Schools of Choice Office at the Colorado Department of Education for funding in this important competition. Please do not hesitate to contact me if I can provide additional information at

Sincerely,

  
  
Chris Gibbons  
Chief Executive Officer

## **Appendix E.1**

### **Contents:**

Definitions

Resources & Works Cited

References, Resources, & Citations (by application section)

Select Colorado State Statute (CRS) citations

State Board of Education Rule citations

### **Definitions**

AEC	Alternative Education Campus, schools designated as such have 95%+ educationally disadvantaged and at risk students
AMC	Administrator Mentoring Cohort – a series of events and mentoring for charter school leaders, principals and administrators, which is a part of the CCSP project.
AYP	Refers to the federal measure of adequate yearly progress under the Elementary and Secondary Education Act.
Blended	Refers to schools that combine in-class instruction with computer-based learning.
CASB	Colorado Association of School Boards
CASBO	Colorado Association of School Business Officers.
CASE	Colorado Association of School Executives
CBP	References the Colorado Department of Education’s Center for Best Practice, which is responsible for dissemination of best and promising practices from schools statewide
CCR	Colorado Rules – Rules issued by the State Board of Education are cited in this application.
CDE	Colorado Department of Education
Charters	Refers to charter schools
CPF	A proposed Charter portfolio Performance Framework that captures the performance of only the charter schools in an LEA.

<i>CRS</i>	<i>Colorado Revised Statutes</i> – Title 22 pertains to Education
CSP	The federal Charter Schools Program under the U.S. Department of Education
CCSP	The Colorado Charter Schools Program and Grant, the state’s CSP project
CMAS	Colorado Measures of Academic Success. Refers to the recently-implemented state assessments, including the Colorado-developed CMAS Science and CMAS Social Studies (both administered from 2013-14), and PARCC-developed English Language Arts and Math (both administered from 2014-15).
CSI	Colorado’s Charter Schools Institute, the statewide authorizer
CSSI	Charter School Support Initiative – a 3-day site visit by experienced charter sector leaders where schools are evaluated on the level of implementation of instructional, leadership, governance, and finance/operations standards. Standards were developed as part of a CDE federal programs initiative on research-based teaching & learning cycle and Standards for Continuous School Improvement. See <a href="http://www.cde.state.co.us/cdechart/cssi.asp">http://www.cde.state.co.us/cdechart/cssi.asp</a> .
DPF	Colorado’s District/LEA Performance Framework
ELL	English Language Learners, those lacking English Language Proficiency
ESEA	Elementary and Secondary Education Act (federal)
FARM	Free And Reduced Meal program, or students eligible for the program
IEP	Individual Education Plan for students with disabilities
LEA	Local Education Agency (also referred to as school districts)
The League	The Colorado League of Charter Schools, the state’s charter support organization
MAGP	Median Adequate Growth Percentile. The measure of adequate growth in order for students to reach proficiency within three years, or by 10 <sup>th</sup> grade. The measure considers the growth percentile each student needs in order to reach proficiency, and indicates the median point on the spectrum of those student percentile scores of a group of students
MGP	Median Growth Percentile. The measure of growth under the Colorado Growth Model. The measure indicates the median point on the spectrum of student percentile scores of a group of students.
NACSA	National Association of Charter School Authorizers
National Alliance	National Alliance for Public Charter Schools

NCLB	No Child Left Behind, the last update to the Elementary and Secondary Education Act (ESEA)
Non-charters	Refers to schools that are not a charter school
One-time, Significant Expansion	Refers to eligible CCSP applicants that are expanding a high-quality school by at least 2 grade levels or their total enrollment by a 50%+ increase over the subgrant period. Only one significant expansion subgrant may be issued to any one charter school.
Online	Refers to schools that teach students through a virtual, online platform and computer-based instruction.
PARCC	The Partnership for Assessment of Readiness for College and Careers. PARCC-developed English Language Arts and Math assessments replaced previous Colorado state assessments in these content areas for 2014-15 and going forward.
RFP	Request for Proposals – references the CCSP Grant Competition announcement and instructions.
SOC	References the Colorado Department of Education’s Schools of Choice Office, which administers Colorado’s CSP project
SPF	Colorado’s School Performance Framework
UIP	Unified Improvement Planning Process ( <a href="http://www.cde.state.co.us/communications/accountabilityoverviewfactsheet">http://www.cde.state.co.us/communications/accountabilityoverviewfactsheet</a> )

## **Resources & Works Cited**

CSP Non-Regulatory Guidance (revised January 2014)

Education Department General Administrative Regulations (EDGAR, 34 CFR Parts 75-77, 79, 81, 82, 84, 86, and 97-99)

“Holding Public Charter School Authorizers Accountable: State Experiences and Policy Recommendations,” May 2015, by Margaret Lin. A joint publication by the National Alliance for Public Charter Schools (National Alliance) and the National Association of Charter School Authorizers (NACSA)

*Leverage Leadership: A Practical Guide to Building Exceptional Schools*, 2012, by Paul Bambrick-Santoyo. Published by Jossey-Bass, CA.

Uniform Administrative Requirements, cost principles, and audit requirements for federal awards (2 CFR Part 200, as adopted and amended in 2 CFR part 3474)

## **References, Resources & Citations by application section**

### **3(a)**

#### **Charter School Models in Colorado**

Alternate Education Campuses	Early College	Montessori
Blended Learning	Educationally Disadvantaged - focused	Online
Career & Tech		Performing Arts
Classical	ELL population service	Place-based
College Prep	Expeditionary Learning	Project-based
Competency-based	Gifted & Talented	STEM
Core Knowledge	Health & Wellness	Technology-enabled
Direct Instruction	Inclusion (Special Ed)	Waldorf
Dual Language	Language Immersion	Whole Child

#### **CDE Initiatives, and SOC/CCSP integration**

**School Readiness and Early Literacy:** The state’s School Readiness Act (*CRS 22-7-1014*) initiated requirements for measuring and improving students’ progress toward school readiness, which has become the foundation for CDE’s **Start Strong** goal. Teaching Strategies GOLD and other comparative assessments are now being utilized across all schools to manage student progress in preschool and kindergarten. SOC has been working with CDE’s School Readiness team to ensure messaging about School Readiness requirements reach charter school leaders, to help the School Readiness team understand charter autonomy in selecting assessment tools, and

in helping charter schools understand the minimum, yet flexible, requirements of the Act. SOC will continue to incorporate sessions into its CCSP TA offerings for charter authorizers, administrators, and governing board members. SOC will remain engaged with this work going forward to assist with development of charter-specific guidance for both charter schools and authorizers.

Likewise, Colorado's READ Act (see also **Section 1.2(a)3**) requires the use of early literacy assessments through grade 3 to track and manage progress of students to ensure students are on track to be reading at grade level, which has become an essential tool in progressing toward CDE's goal to **Read by third grade**. A Read Plan is generated for students showing deficiencies, for which additional funding is provided by the state. SOC has been working with CDE's Early Literacy team to ensure messaging about READ Act requirements and options reach charter school leaders and charter schools understand the intended, yet flexible, requirements of the Act. SOC will continue to incorporate sessions into its CCSP technical assistance offerings for charter planning teams, authorizers, administrators, governing board members, and business managers.

**Standards, Assessments & Learning Supports:** New college and career ready Colorado Academic Standards in 10 content areas and Colorado English Language Proficiency Standards went into effect for the 2013-14 school year. CDE has emphasized the importance of all 10 standards for students in ensuring a rich, broad, and deep level of learning. Migration toward new, aligned state assessments has also been underway, being fully realized through incorporation of CMAS Social Studies & Science assessments in 2013-14 and PARCC assessments for English Language Arts and Math in 2014-15, to provide comprehensive data to identify and diagnose root causes of underperformance in support of CDE's **Meet or Exceed State Standards** goal. Federal Race to the Top funds have also been utilized to develop and collect a rich resource pool of Colorado-generated sample curriculum aligned to new standards through the District Sample Curriculum Project. SOC has been working with CDE's Standards and Assessment teams to ensure charters had an opportunity to inform standards development, assessment determinations, and contribute samples to the curriculum project, communicate timelines for the standards and assessment migrations, that technology requirements and paper options for assessments, mitigate technology and bandwidth challenges for online and rural

charters, and communicate historical and contextual information about the development of the Colorado Academic Standards and how they align to but also exceed the Common Core State Standards. SOC will continue to incorporate sessions into its CCSP technical assistance offerings for charter planning teams, authorizers, administrators, governing board members, and business managers to help them understand assessment options, best practice strategies, associated costs, and supportive funding that is a part of the Act.

**Educator Effectiveness:** Following years of development of statewide evaluation tools, rubrics and pilot projects, educator and school leader evaluations that incorporate both practices and outcomes are now required and in place across all schools and districts. SOC has been trained on the state model tool and statutory expectations for this work to be responsive when out in the field. SOC has also engaged with CDE's Educator Effectiveness team to develop and tailor trainings for a charter-specific audience, including partnering with The League to host these trainings. SOC will continue to incorporate sessions into its CCSP technical assistance offerings for planning teams, authorizers, administrators, governing board members, and business managers, including specific trainings for board members to understand and develop evaluation systems for their school leader(s).

**Innovation and the Future of Learning:** Beginning in 2010, CDE's Choice & Innovation Unit has worked collaboratively with a broad variety of stakeholders to develop a set of both Systems Characteristics and Learning Environment Characteristics necessary for outcomes that enable students to succeed in 21<sup>st</sup> Century society, workplaces, and life. These competencies identify skills that are not just necessary for 21<sup>st</sup> Century success, but also often shape and motivate students in their learning in practical ways. The five competency areas that continue to inspire and shape the direction of CDE's strategic work are: academic, personal, professional, entrepreneurial, and civic competencies (see **Appendix E.5** for more info). These competencies also serve to guide the future of learning in Colorado by providing a framework for the creation and evaluation of innovative practices. SOC was involved in the development and shaping of these competencies, and has been actively engaged in coordinating dissemination of information about them to new and existing charters, as well as supporting schools implementing strategies around these competencies.

**Competency-Based Systems:** In 2013 the State Board of Education adopted a Graduation Guidelines policy that requires students to demonstrate proficiency in academic content in order to receive a high school diploma. This policy resulted in several LEAs across the state exploring Competency-Based Systems of education where students progress through grade levels by mastery of content rather than seat time. With support from CDE, a dozen LEAs and charters participated in a year-long study group on Competency-Based learning. Currently, CDE has provided six school districts and two charter schools with the opportunity to receive technical assistance from national experts to implement Competency-Based Systems in their local contexts throughout 2015-16. SOC is a part of a network of support and engagement with the charter schools involved, including a best practice study that is expected to be ready for dissemination in Fall 2015, at which point SOC will engage other charter schools through CCSP TA offerings, and the CDE Center for Best Practice will disseminate to a broader LEA and school audience.

**Alternative Education Campuses (AECs):** CDE's Strategic Plan

(<http://www.cde.state.co.us/cdecomm/cdeperformanceplan>) calls for the creation of a framework that defines characteristics of effective AEC systems. An AEC Accountability Work Group under recent legislation (CO HB15-1350) will involve key stakeholders from the AEC community to identify framework components of effective AEC systems and to discuss updated accountability measures for AEC schools to ensure they are sufficiently rigorous. This is particularly important as AECs by definition serve mostly educationally disadvantaged and at risk students, and are a key component for addressing achievement gaps. SOC has been involved in the recruitment and selection of key stakeholders for this group, to ensure that appropriate charter representation is there to address the unique needs of charter AECs. CDE staff will also form an internal AEC Accountability group that will support the efforts of this work group, in which SOC is also engaged. Therefore, SOC will be better equipped to understand the needs and challenges of AEC schools, and able to provide more targeted TA to improve achievement, growth, and PWR outcomes at these schools.

**Postsecondary and Workforce Readiness (PWR):** CDE's Strategic Plan is focused on increasing the use of effective Early Warning Systems (EWS) in secondary schools (6-12) to flag and offer effective interventions when students are not on track toward graduation, with a corresponding goal to increase the percentage of students graduating high school within 6 years

of entering 9<sup>th</sup> grade by 9.5 percentage points by 2017-18, with a larger 12-15 percentage point increase for educationally disadvantaged groups. The PWR team supports CDE's goal to **Graduate Ready** through a variety of efforts to improve graduation rates and broader PWR outcomes, including the Counselor Corps grant (for which charters are informed and are represented in those awarded), Concurrent Enrollment (college classes while in high school), Graduation Guidelines (ways to demonstrate competency in four core content areas, required by class of 2021), Career and Technical Education, Advanced Placement & International Baccalaureate, Individual Career and Academic Plans (ICAP, now required), GED, etc. SOC serves on the Concurrent Enrollment advisory group and on the Counselor Corps application review, and are increasing their partnership with ICAP and Graduation Guidelines staff to develop increased TA for charter schools to ensure these initiatives and quality practices are better understood. Improvement on PWR measures of graduation rates and postsecondary enrollment is a focus for 2015-2018 CCSP supports, and SOC is poised to disseminate information and provide supports for high, rigorous PWR expectations and strategies for achieving them over this period.

**Accountability, Performance Frameworks, and Unified Improvement Planning (UIP):** The Education Accountability Act (*CRS 22-11-101 et seq*) requires a comprehensive system of accountability, including the use of performance frameworks for districts and schools, which serve to measure and hold schools and districts accountable to continuously improving educational outcomes for all students for achievement, growth, growth gaps and PWR. These frameworks also serve to inform differentiated TA from the state and districts, serve as a basis for LEAs to accredit schools, and identify the highest performing schools for study of best practice. Schools and LEAs that persist in underperformance for five years despite intervention face action by a state panel with prescribed actions to follow from the State Board of Education, such as closure, conversion to a charter or innovation school, etc. Specifics are further addressed in **Sections 1.2(a)3, 2.1(a), and Appendix E:4.**

Colorado's UIP process utilizes a template to streamline state and federal accountability requirements when planning toward continuous improvement. The process reduces strategic planning down to one plan that includes organizing and reviewing current performance data, identifying significant trends, prioritizing performance challenges, identifying root causes of

those challenges, setting performance targets, major improvement strategies, and the interim measures and implementation benchmarks necessary to achieve those targets and strategies. CDE provides feedback and assistance to schools and districts in Turnaround or Priority Improvement by reviewing and providing feedback for UIP documents; ensuring schools understand the magnitude of their underperformance, identify the most significant root causes, and developing and implementing strategies to urgently progress toward improved performance. SOC is trained on UIP steps and best practice, provides TA when in the field, incorporates sessions into CCSP TA offerings, assists with providing feedback to charters in Turnaround or Priority Improvement underperformance categories, and serves as a lead for charter UIP review teams.

**Turnaround the State’s Lowest Performing Schools and Systems:** CDE’s Turnaround team provides schools and districts rating lowest on the state’s performance framework with supports and strategies to improve outcomes for students. This office hosts the Turnaround Network, which provides intensive mentoring and coaching support for a cohort of 8-12 schools annually. SOC engages relevant charters to connect them to the resources offered by the Turnaround team. SOC is actively engaged with the CDE Turnaround team in its development of Pathway documents to guide districts considering the merits of charter conversion, or closure with replacement by high-performing charter replication, to improve outcomes for students in situations of persistently-poor-performing schools. SOC is also actively engaged in encouraging high-performing charters and charter networks to consider replication in high-needs, chronically underperforming areas of the state. SOC will specifically be engaging with the Turnaround Network program to review how their research-based mentoring and site visit protocols can be adapted for use with new school development and mentoring through the CCSP’s Administrator Mentoring Cohort program.

**3(b)1**

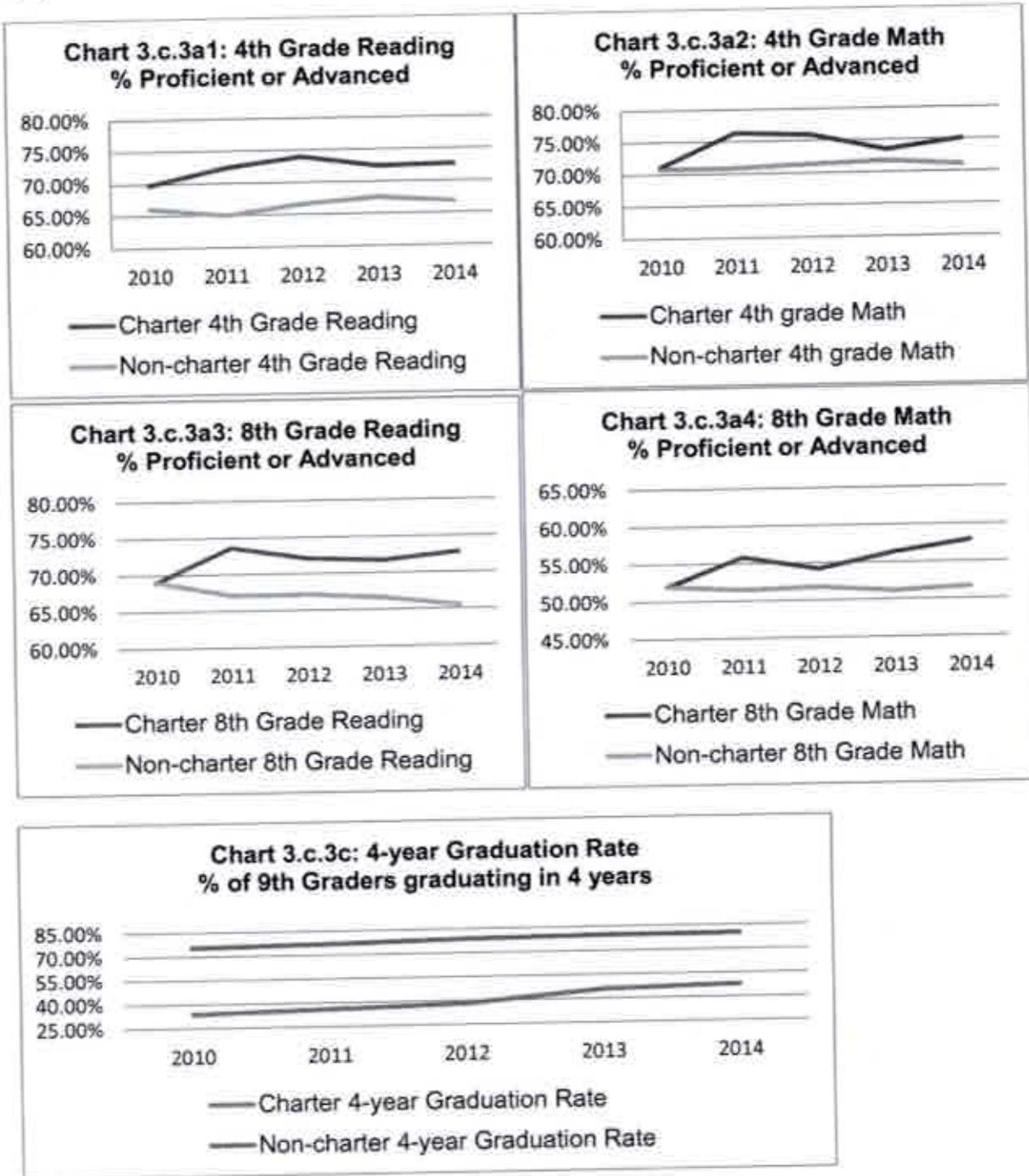
<b>Table 3.b.1a: Automatic Waivers, innate to an executed charter contract</b>	
<b>State Statute Citation</b>	<b>Description</b>
<i>CRS 22-32-109(1)(b)</i>	<b>Local board duties concerning competitive bidding</b>

<i>CRS 22-32-109(1)(f)</i>	Local board duties concerning selection of staff and pay
<i>CRS 22-32-109(1)(n)(II)(A)</i>	Determine teacher-pupil contact hours
<i>CRS 22-32-109(1)(t)</i>	Determine educational program and prescribe textbooks
<i>CRS 22-32-110(1)(h)</i>	Local board powers-Terminate employment of personnel
<i>CRS 22-32-110(1)(i)</i>	Local board duties-Reimburse employees for expenses
<i>CRS 22-32-110(1)(j)</i>	Local board powers-Procure life, health, or accident insurance
<i>CRS 22-32-110(1)(k)</i>	Local board powers-Policies relating the in-service training and official conduct
<i>CRS 22-32-110(1)(y)</i>	Local board powers-Accepting gifts, donations, and grants
<i>CRS 22-32-110(1)(ee)</i>	Local board powers-Employ teachers' aides and other non-certificated personnel
<i>CRS 22-32-126</i>	Employment and authority of principals
<i>CRS 22-33-104(4)</i>	Compulsory school attendance-Attendance policies and excused absences
<i>CRS 22-63-301</i>	Teacher Employment Act- Grounds for dismissal
<i>CRS 22-63-302</i>	Teacher Employment Act-Procedures for dismissal of teachers
<i>CRS 22-63-401</i>	Teacher Employment Act-Teachers subject to adopted salary schedule
<i>CRS 22-63-402</i>	Teacher Employment Act-Certificate required to pay teachers
<i>CRS 22-63-403</i>	Teacher Employment Act-Describes payment of salaries
<i>CRS 22-1-112</i>	School Year-National Holidays

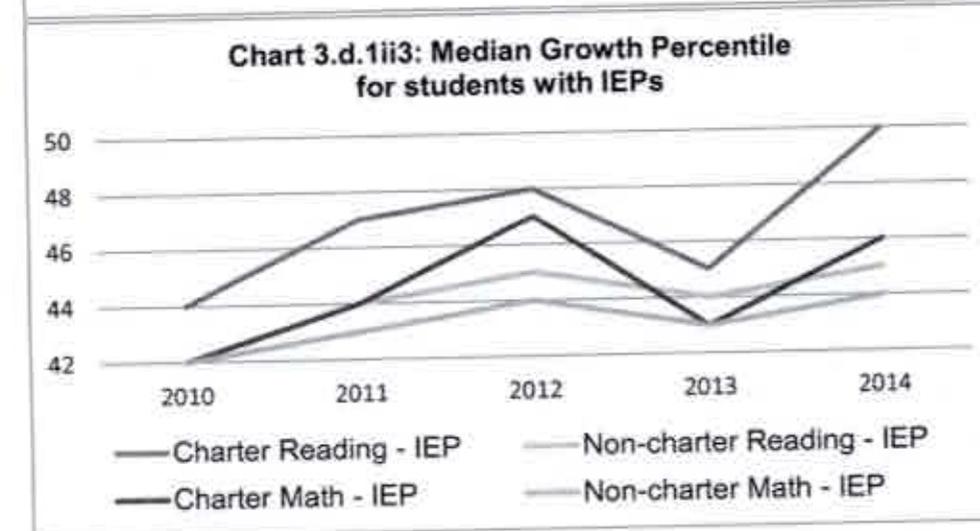
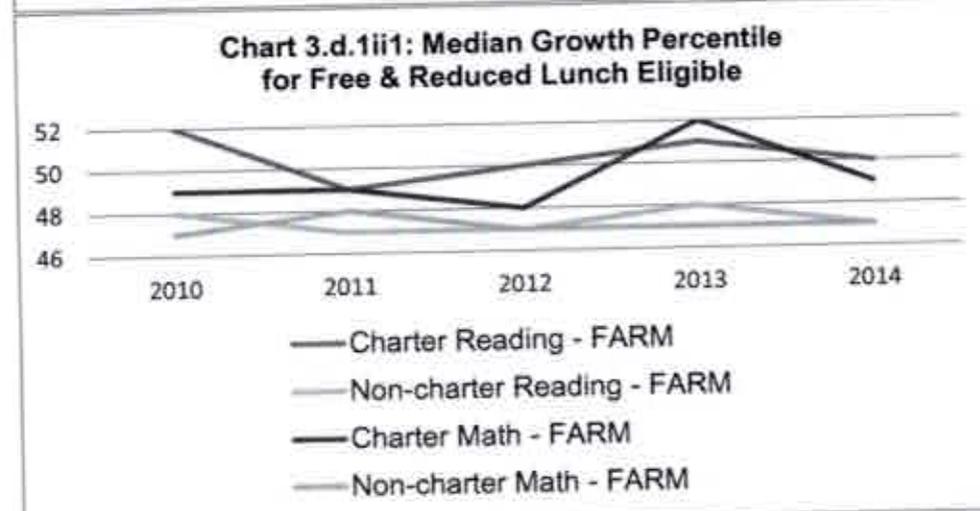
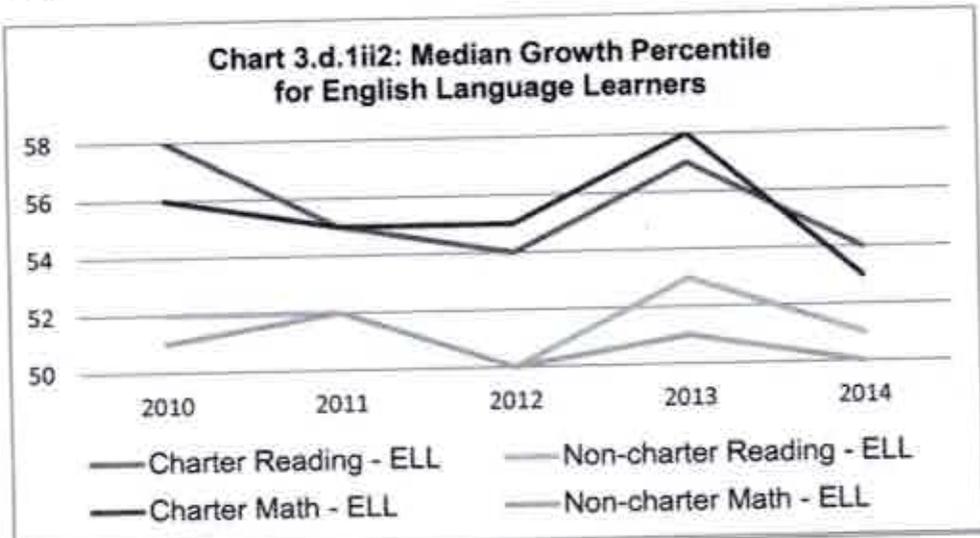
**Table 3.b.1b: Non-automatic waivers commonly pursued and granted**

<b>State Statute Citation</b>	<b>Description</b>
<i>CRS 22-9-106</i>	Local board duties concerning performance evaluations
<i>CRS 22-32-109(1)(n)(I)</i>	Local board duties concerning school calendar
<i>CRS 22-32-109(1)(n)(II)(B)</i>	Adopt district calendar
<i>CRS 22-63-201</i>	Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate
<i>CRS 22-63-202</i>	Teacher Employment Act- Contracts in writing, damage provision
<i>CRS 22-63-203</i>	Teacher Employment Act- Requirements for probationary teacher, renewal & nonrenewal
<i>CRS 22-63-206</i>	Teacher Employment Act-Transfer of teachers

3(c)3



3(d)1



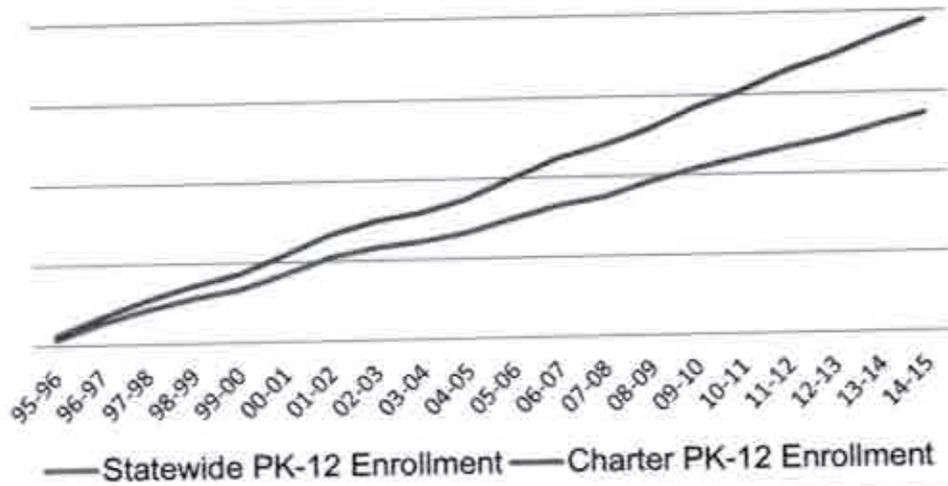
3(e)2

**Table 3.e.2a: Charter School Numbers and Enrollment as number and statewide percentage**

	# Charters Opened	# Charters Closed	# Charters Operating	# Charter PK-12 Enrollment	Charter PK-12 Enrollment as % Statewide Enrollment
1995-96	0	0	12	4,107	0.63%
1996-97	0	0	12	6,675	0.99%
1997-98	42	3	51	11,043	1.61%
1998-99	8	0	59	13,915	1.99%
1999-00	8	1	66	17,119	2.42%
2000-01	13	1	78	21,064	2.91%
2001-02	10	1	87	24,658	3.32%
2002-03	7	1	93	28,782	3.83%
2003-04	6	1	98	31,529	4.16%
2004-05	16	2	112	36,658	4.78%
2005-06	13	3	122	44,254	5.67%
2006-07	20	5	137	52,242	6.58%
2007-08	12	6	143	56,772	7.07%
2008-09	11	4	150	57,843	7.07%
2009-10	14	3	161	66,556	8.00%
2010-11	17	5	173	72,989	8.66%
2011-12	12	2	183	83,455	9.77%
2012-13	11	3	191	89,850	10.40%
2013-14	16	5	202	95,860	10.93%
2014-15	13	1	214	101,359	11.40%
<i>2015-16</i>	<i>14</i>	<i>1</i>	<i>227</i>	<i>107,000</i>	<i>12.00%</i>
<i>2016-17</i>	<i>17</i>	<i>1</i>	<i>243</i>	<i>113,500</i>	<i>12.50%</i>
<i>2017-18</i>	<i>19</i>	<i>2</i>	<i>260</i>	<i>120,000</i>	<i>13.00%</i>
<i>2018-19</i>	<i>22</i>	<i>1</i>	<i>281</i>	<i>127,000</i>	<i>13.50%</i>

*\*\* Figures in Italics are based on reasonable projections expected over the course of the 3-year 2015-18 CSP Award requested by Colorado in this application.*

**Chart 3.e.2a: Charter Enrollment Growth outpaces Statewide Enrollment Growth over past 20 years**



## **Colorado State Statute (CRS) citations**

### **22-2-117(1)(a)**

*Additional power - state board - waiver of requirements - rules*

*(1) (a) Upon application of the board of education of any school district, the state board, except as prohibited in paragraph (b) of this subsection (1), may waive any of the requirements imposed by this title or by rule promulgated by the state board. The state board shall grant the waiver if it determines that it would enhance educational opportunity and quality within the school district and that the costs to the school district of complying with the requirements for which the waiver is requested significantly limit educational opportunity within the school district. Any school district board of education that applies for a waiver pursuant to this section shall specify in such application the manner in which it shall comply with the intent of the waived rules or statutes and shall be accountable to the state board for such compliance.*

### **School Readiness Act (22-7-1014)**

#### **READ Act (22-7-1201 et seq)**

#### **Education Accountability Act (CRS Title 22, Article 11)**

### **22-11-206(4)(a)**

*(4) (a) For purposes of monitoring a school district's or the institute's substantial and good-faith compliance with the provisions of this title and other statutory and regulatory requirements, the department shall obtain assurances from the school district or the institute that it is in compliance with:*

- (I) The provisions of article 44 of this title concerning budget and financial policies and procedures;*
- (II) The provisions of article 45 of this title concerning accounting and financial reporting; and*
- (III) If the accreditation contract involves a school district, the provisions of section 22-32-109.1 concerning school safety.*

### **22-11-208 (1)(b)**

*(1) (b) Notwithstanding the provisions of paragraph (a) of this subsection (1), the department may change a school district's or the institute's accreditation category prior to conclusion of the annual performance review if the department determines that the school district or the institute has substantially failed to meet a requirement specified in the accreditation contract and that immediate action is required to protect the interests of the students and parents of students enrolled in the district public schools or the institute charter schools.*

Charter Schools Act (CRS Title 22, Article 30.5)

**22-30.5-103(2)**

(2) "Charter school" means a public school that enters into a charter contract pursuant to the provisions of this part 1.

**22-30.5-104(2)(b)-(4)(a)**

(2) (b) A charter school shall be a public school of the school district that approves its charter application and enters into a charter contract with the charter school. In accordance with the requirement of section 15 of article IX of the state constitution, the charter school shall be subject to accreditation by the school district's local board of education pursuant to the school district's policy for accrediting the public schools of the school district adopted pursuant to section 22-11-307 and section 22-32-109 (1) (mm). The charter school shall also be subject to annual review by the department pursuant to section 22-11-210.

(3) A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services. A charter school shall be subject to any court-ordered desegregation plan in effect for the chartering school district. Enrollment in a charter school must be open to any child who resides within the school district; except that no charter school shall be required to make alterations in the structure of the facility used by the charter school or to make alterations to the arrangement or function of rooms within the facility, except as may be required by state or federal law. Enrollment decisions shall be made in a nondiscriminatory manner specified by the charter school applicant in the charter school application.

(4) (a) A charter school shall be administered and governed by a governing body in a manner agreed to by the charter school applicant and the chartering local board of education. Effective July 1, 2013, each charter school that was initially chartered on or after August 6, 1997, shall organize as a nonprofit corporation pursuant to the "Colorado Nonprofit Corporation Act", articles 121 to 137 of title 7, C.R.S., which shall not affect its status as a public school for any purposes under Colorado law. Notwithstanding organization as a nonprofit corporation, a charter school shall annually complete a governmental audit that complies with the requirements of the department of education. 22-30.5.104(6)(b)

**22-30.5-104(7)(a)**

(7) (a) A charter school shall be responsible for its own operation including, but not limited to, preparation of a budget, contracting for services, facilities, and personnel matters.

**22-30.5-104(7)(c)**

(7) (c) In no event shall a charter school be required to pay rent for space which is deemed available, as negotiated by contract, in school district facilities. All other costs for the operation

*and maintenance of the facilities used by the charter school shall be subject to negotiation between the charter school and the school district.*

**22-30.5-104(11)(a)**

*(11) (a) If a charter school chooses to apply, alone or with a consortium of charter schools, for a grant through a nonformulaic, competitive grant program created by a federal or state statute or program, the charter school or consortium of charter schools is the local education agency only for the purposes of applying and determining eligibility for the grant and may request, pursuant to section 22-30.5-503 (3.5), that the state charter school institute act as a fiscal manager for the charter school or consortium of charter schools for purposes of grant management. The charter school or consortium of charter schools shall pay the fee, if any, imposed by the state charter school institute board as provided in section 22-30.5-503 (3.5).*

**22-30.5-104(11)(c)**

*(c) If a charter school intends to apply for a grant that the school's authorizing school district is also intending to apply for, the charter school shall seek to collaborate with the school district in the application and to submit the application jointly. If the charter school and the school district are unable to agree to collaborate in applying for the grant, the charter school may apply for the grant pursuant to this subsection (11) independently or in collaboration with other charter schools.*

**22-30.5-105 (2)(a)- (2)(c)(V)**

*(2) (a) The contract between a charter school and the chartering local board of education shall reflect all agreements regarding the release of the charter school from school district policies. Each charter school's contract shall include a statement specifying the manner in which the charter school shall comply with the intent of the state statutes, state board rules, and district rules that are waived for the charter school by application.*

*(b) Repealed.*

*(c) A contract between a charter school and the chartering local board of education approved on or after July 1, 2002, shall specify:*

*(I) If the contract is not a renewal of an expiring contract, the manner in which the school district governed by the local board of education will support any start-up facility needs of the charter school;*

*(II) The manner in which the school district governed by the local board of education will support any long-term facility needs of the charter school;*

*(III) The actions that the charter school must take in order to:*

*(A) Have its capital construction needs included as part of the next ballot question for approval of bonded indebtedness to be submitted by the local board of education of its chartering school district to the voters of the district; or*

*(B) Have the local board of education submit a ballot question for approval of a special mill levy to finance the capital construction needs of the charter school to the voters of the district pursuant to section 22-30.5-405;*

*(IV) The financial information, including but not limited to an annual governmental audit, the charter school must report to the chartering school district, the deadline for reporting such information to the chartering school district in order to enable the chartering school district to comply with the requirements specified in this title and in rules promulgated by the state board pertaining to reporting financial information to the department of education, and the circumstances under which the chartering school district may withhold a portion of the charter school's monthly payment as provided in section 22-30.5-112 (8) for failure to comply with financial reporting requirements specified in the contract; and*

*(V) Whether, and the circumstances under which, the local board of education delegates to the charter school the authority to impose a transportation fee on students who are enrolled in the charter school and, if so, the procedures for imposition of the fee.*

#### **22-30.5-106(1)-(2)**

*(1) The charter school application is a proposed agreement upon which the charter applicant and the chartering local board of education negotiate a charter contract. At a minimum, each charter school application includes:*

*(a) An executive summary that outlines the elements of the application and provides an overview of the proposed charter school;*

*(b) The vision and mission statements of the proposed charter school;*

*(c) The goals, objectives, and student performance standards the proposed charter school expects to achieve, including but not limited to the performance indicators specified in section 22-11-204 and applicable standards and goals specified in federal law;*

*(d) Evidence that an adequate number of parents and pupils support the formation of a charter school;*

*(e) Descriptions of the proposed charter school's educational program, student performance standards, and curriculum;*

*(f) A plan for evaluating student performance across the curriculum, which plan aligns with the proposed charter school's mission and educational objectives and provides a description of the proposed charter school's measurable annual targets for the measures used to determine the*

levels of attainment of the performance indicators specified in section 22-11-204, and procedures for taking corrective action if student performance at the school falls below the described targets;

(g) Evidence that the plan for the proposed charter school is economically sound, including a proposed budget for a term of at least five years. The charter application shall also describe the method for obtaining an independent annual audit of the proposed charter school's financial statements consistent with generally accepted auditing standards and circular A-133 of the United States office of management and budget, as originally published in the federal register of June 30, 1997, and as subsequently amended.

(h) A description of the governance and operation of the proposed charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed charter school, that is consistent with the standards adopted by rule of the state board pursuant to section 22-2-106 (1) (h);

(i) An explanation of the relationship that will exist between the proposed charter school and its employees and the proposed charter school's employment policies or a plan for the timely development of employment policies;

(j) A proposal regarding the parties' respective legal liabilities and applicable insurance coverage, which insurance coverage shall include, at a minimum, workers' compensation, liability insurance, and insurance for the proposed charter school's facility and its contents;

(k) The proposed charter school's expectations and plans for ongoing parent and community involvement;

(l) A description of the proposed charter school's enrollment policy, consistent with the requirements of section 22-30.5-104 (3) and rules adopted by the state board pursuant to section 22-2-106 (1) (h), and the criteria for enrollment decisions;

(m) A statement of whether the proposed charter school plans to address the transportation or food service needs of its students while they are attending the school. The proposed charter school may choose not to provide transportation or food services, may choose to develop or form a charter school collaborative as described in section 22-30.5-603 to provide transportation or food services, or may choose to negotiate with a school district, board of cooperative services, or private provider to provide transportation or food services for its students. If the proposed charter school chooses to provide transportation or food services, the application shall include a plan for each provided service, which plan, at a minimum, shall specifically address serving the needs of low-income students, complying with insurance and liability issues, and complying with any applicable state or federal rules or regulations.

- (n) A facilities plan that details viable facilities options that are consistent with section 22-32-124 and the reasonable costs of the facility, which are reflected in the proposed budget;*
- (o) A list of the waivers of statute, state rule, and school district policies that the proposed charter school is requesting. For each requested waiver of a statute or state rule that is not an automatic waiver, the charter school application must state the rationale for the requested waiver and the manner in which the proposed charter school plans to meet the intent of the waived statute, rule, or policy.*
- (p) Policies regarding student discipline, expulsion, and suspension that are consistent with the intent and purpose of section 22-33-106, provide adequately for the safety of students and staff, and provide a level of due process for students that, at a minimum, complies with the requirements of the federal "Individuals with Disabilities Education Act", 20 U.S.C. sec. 1400 et seq.;*
- (q) A plan for serving students with special needs, including budget and staff requirements, which plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted and talented students, and English language learners;*
- (r) A dispute resolution process, as provided in section 22-30.5-107.5; and*
- (s) If the proposed charter school intends to contract with an education management provider:*
- (I) A summary of the performance data for all of the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success;*
- (II) An explanation of and evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing;*
- (III) An explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider; and*
- (IV) A copy of the actual or proposed performance contract between the governing board for the proposed charter school and the education management provider that specifies, at a minimum, the following material terms:*
- (A) Performance evaluation measures;*
- (B) The methods of contract oversight and enforcement that the governing board will apply;*
- (C) The compensation structure and all fees that the proposed charter school will pay to the education management provider; and*
- (D) The conditions for contract renewal and termination.*

*(2) No person, group, or organization may submit an application to convert a private school or a nonpublic home-based educational program into a charter school or to create a charter school which is a nonpublic home-based educational program as defined in section 22-30.5-104.5.*

#### **22-30.5-107**

##### ***Charter application - process***

*(1) (a) A charter applicant cannot apply to, or enter into a charter contract with, a school district unless a majority of the proposed charter school's pupils, other than on-line pupils, will reside in the chartering school district or in school districts contiguous thereto.*

*(b) The local board of education shall receive and review all applications for charter schools. If the local board of education does not review a charter application, it shall be deemed to have denied the charter application. A charter applicant must file its application with the local board of education by a date determined by the local board of education to be eligible for consideration for the following school year. An application is considered filed when the school district administration receives the charter application from the charter applicant either in hard copy or electronically. The date determined by the local board of education for filing of applications shall not be any earlier than August 1 or any later than October 1. Prior to any change in the application deadline, the local board of education shall notify the department and each charter school applicant in the district of the proposed change by certified letter. The local board of education shall not charge any application fees.*

*(c) Within fifteen days after receiving a charter school application, the school district shall determine whether the application contains the minimum components specified in section 22-30.5-106 (1) and is therefore complete. If the application is not complete, the school district shall notify the charter applicant within the fifteen-day period and provide a list of the information required to complete the charter application. The charter applicant has fifteen days after the date it receives the notice to provide the required information to the local board of education for review. The local board of education is not required to take action on the charter application if the charter applicant does not provide the required information within the fifteen-day period. The school district may request additional information during the review period and provide reasonable time for the charter applicant to respond. The school district may, but is not required to, accept any additional information the charter applicant provides that the school district does not request. The district accountability committee shall review the complete charter school application at least fifteen days, if possible, before the local board of education takes action on the application.*

*(1.5) For purposes of reviewing a charter school application, a district accountability committee shall include at least:*

*(a) One person with a demonstrated knowledge of charter schools, regardless of whether that person resides within the school district; and*

*(b) One parent or legal guardian of a child enrolled in a charter school in the school district; except that, if there are no charter schools in the school district, the local board of education shall appoint a parent or legal guardian of a child enrolled in the school district.*

*(2) After giving reasonable public notice, the local board of education shall hold community meetings in the affected areas or the entire school district to obtain information to assist the local board of education in its decision to approve a charter school application. The local board of education shall rule by resolution on the application for a charter school in a public hearing, upon reasonable public notice, within ninety days after receiving the application filed pursuant to subsection (1) of this section. All negotiations between the charter school and the local board of education on the contract shall be concluded by, and all terms of the contract agreed upon, no later than ninety days after the local board of education rules by resolution on the application for a charter school.*

*(2.5) The charter applicant and the local board of education may jointly waive the deadlines set forth in this section.*

*(3) If a local board of education denies a charter school application, does not review a charter school application, or unilaterally imposes conditions that are unacceptable to the charter applicant, the charter applicant may appeal the decision to the state board pursuant to section 22-30.5-108.*

*(3.5) Nothing in this part 1 shall prohibit a school district from adopting one or more policies that encourage charter applicants to address specified school district needs.*

*(4) If a local board of education denies or does not review a charter school application, it shall state its reasons for the denial or refusal to review. Within fifteen days after denying or refusing to review a charter school application, the local board of education shall notify the department of the denial or refusal and the reasons therefor. If a local board of education approves a charter application, it shall send a copy of the approved charter application to the department within fifteen days after approving the charter application.*

*(5) A school district may unilaterally impose conditions on a charter applicant or on a charter school only through adoption of a resolution of the local board of education of the school district. If a local board adopts a resolution unilaterally imposing conditions on a charter applicant or on a charter school, the resolution shall, at a minimum, state the school district's reasons for imposing the conditions unilaterally, despite the objections of the charter applicant or the charter school. The charter applicant or charter school may appeal the decision of the local board of education to unilaterally impose the conditions by filing the notice of appeal with*

the state board within thirty days after adoption of the resolution, as provided in section 22-30.5-108(2)(a).

### **22-30.5-108**

#### *Appeal - standard of review - procedures*

(1) Acting pursuant to its supervisory power as provided in section 1 of article IX of the state constitution, the state board, upon receipt of a notice of appeal or upon its own motion, may review decisions of any local board of education concerning the denial of a charter school application, the nonrenewal or revocation of a charter school's charter, or the unilateral imposition of conditions on a charter applicant or a charter school, in accordance with the provisions of this section. Any disputes arising with regard to governing policy provisions of a charter school's charter contract shall be resolved as provided in section 22-30.5-107.5. A local board of education's refusal to review a charter application constitutes a denial of the charter application and is appealable as a denial pursuant to the provisions of this section.

(2) A charter applicant or any other person who wishes to appeal a decision of a local board of education concerning the denial of a charter application or the nonrenewal or revocation of a charter or the unilateral imposition of conditions on a charter applicant or a charter school, shall provide the state board and the local board of education with a notice of appeal or of facilitation within thirty days after the local board's decision. The person bringing the appeal shall limit the grounds of the appeal to the grounds for the denial of a charter application or the nonrenewal or revocation of a charter, or the unilateral imposition of conditions on a charter applicant or charter school, whichever is being appealed, specified by the local board of education. The notice shall include a brief statement of the reasons the appealing person contends the local board of education's denial of a charter application or nonrenewal or revocation of a charter, or imposition of conditions on a charter applicant or charter school was in error.

(2.5) If a district court dismisses a case for lack of jurisdiction and the case involves a charter application, or the nonrenewal or revocation of a charter, or the unilateral imposition of conditions on a charter applicant or charter school, the thirty-day period for filing a notice of appeal or of facilitation described in subsection (2) of this section shall be tolled until the date of dismissal by the court.

(3) If the notice of appeal, or the motion to review by the state board, relates to a local board's decision to deny a charter application or to refuse to renew or to revoke a charter or to a local board's unilateral imposition of conditions that are unacceptable to the charter applicant or the charter school, the appeal and review process shall be as follows:

(a) Within sixty days after receipt of the notice of appeal or the making of a motion to review by the state board and after reasonable public notice, the state board shall review the decision of the local board of education and make its findings. If the state board finds that the local board's

*decision was contrary to the best interests of the pupils, school district, or community, the state board shall remand such decision to the local board of education with written instructions for reconsideration thereof. Said instructions shall include specific recommendations concerning the matters requiring reconsideration.*

*(b) Within thirty days following the remand of a decision to the local board of education and after reasonable public notice, the local board of education, at a public hearing, shall reconsider its decision and make a final decision. If the local board of education decides to approve the charter application or decides not to unilaterally impose the condition, the local board of education and the charter applicant shall complete the charter contract within ninety days following the remand of the state board's decision to the local board of education.*

*(c) Following the remand, if the local board of education's final decision is still to deny a charter application or to unilaterally impose the condition on a charter applicant or if the local board of education's final decision is still to refuse to renew or to revoke a charter or to unilaterally impose conditions unacceptable to the charter school, a second notice of appeal may be filed with the state board within thirty days following such final decision.*

*(d) Within thirty days following receipt of the second notice of appeal or the making of a motion for a second review by the state board and after reasonable public notice, the state board, at a public hearing, shall determine whether the final decision of the local board of education was contrary to the best interests of the pupils, school district, or community. If such a finding is made, the state board shall remand such final decision to the local board with instructions to approve the charter application, or to renew or reinstate the charter or to approve or disapprove the conditions imposed on the charter applicant or the charter school. The decision of the state board shall be final and not subject to appeal.*

*(3.5) In lieu of a first appeal to the state board pursuant to paragraph (a) of subsection (3) of this section, the parties may agree to facilitation. Within thirty days after denial of a charter application or nonrenewal or revocation of a charter or unilateral imposition of conditions on a charter applicant or a charter school by the local board of education, the parties may file a notice of facilitation with the state board. The parties may continue in facilitation as long as both parties agree to its continued use. If one party subsequently rejects facilitation, and such rejection is not reconsidered within seven days, the local board of education shall reconsider its denial of a charter application or nonrenewal or revocation of a charter and make a final decision as provided in paragraph (b) of subsection (3) of this section. The charter applicant may file a notice of appeal with the state board as provided in paragraph (c) of subsection (3) of this section within thirty days after a local board of education's final decision to deny a charter application, to refuse to renew or to revoke a charter, or to unilaterally impose conditions on a charter applicant or a charter school.*

*(4) (Deleted by amendment, L. 2004, p. 1578, § 7, effective June 3, 2004.)*

*(5) Nothing in this section shall be construed to alter the requirement that a charter school be a part of the school district that approves its charter application and charter contract and be accountable to the local board of education pursuant to section 22-30.5-104 (2).22-30.5-110*

**22-30.5-110(1)-(3)**

*Charter schools - term - renewal of charter - grounds for nonrenewal or revocation*

*(1) (a) When a local board of education approves a new charter application, the charter is authorized for a period of at least four years. The local board of education and the charter school may renew the charter for successive periods as provided in this section.*

*(b) During the term of a charter, the school district shall annually review the charter school's performance. At a minimum, the review includes the charter school's progress in meeting the objectives identified in the plan the charter school is required to implement pursuant to section 22-11-210 and the results of the charter school's most recent annual financial audit. The school district shall provide to the charter school written feedback from the review and shall include the results of the charter school's annual review in the body of evidence that the local board of education takes into account in deciding whether to renew or revoke the charter and that supports the renegotiation of the charter contract.*

*(1.3) Each school district shall adopt and revise as necessary procedures and timelines for the charter-renewal process, which procedures and timelines are in conformance with the requirements of this part 1. Each school district shall ensure that each of the charter schools authorized by the district receives a copy of the district's charter renewal procedures and timelines and any revisions to the procedures and timelines.*

*(1.5) No later than December 1 of the year prior to the year in which the charter expires, the governing body of a charter school shall submit a renewal application to the chartering local board of education. The chartering local board of education shall rule by resolution on the renewal application no later than February 1 of the year in which the charter expires, or by a mutually agreed upon date.*

*(2) A charter school renewal application submitted to the chartering local board of education shall contain:*

*(a) A report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, targets for the measures used to determine the levels of attainment of the performance indicators, and other terms of the charter contract and the results achieved by the charter school's students on the assessments administered through the Colorado student assessment program;*

*(b) A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that*

*will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education; and*

*(c) Repealed.*

*(d) Any information or material resulting from the charter school's annual reviews as described in subsection (1) of this section.*

*(3) A charter may be revoked or not renewed by the chartering local board of education if it determines that the charter school did any of the following:*

*(a) Committed a material violation of any of the conditions, standards, or procedures set forth in the charter contract;*

*(b) Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the performance indicators, applicable federal requirements, or other terms identified in the charter contract;*

*(c) Failed to meet generally accepted standards of fiscal management; or*

*(d) Violated any provision of law from which the charter school was not specifically exempted.22-30.5-111.5*

#### **22-30.5-112 - Charter schools - financing - definitions - guidelines**

##### **22-30.5-112(2)(a)(III)(A)**

*(2)(a)(III)(A) For budget year 2000-01 and budget years thereafter, except as otherwise provided in paragraph (a.3) of this subsection (2), each charter school and the chartering school district shall negotiate funding under the contract. The charter school shall receive one hundred percent of the district per pupil revenues for each pupil enrolled in the charter school who is not an on-line pupil and one hundred percent of the district per pupil on-line funding for each on-line pupil enrolled in the charter school; except that the chartering school district may choose to retain the actual amount of the charter school's per pupil share of the central administrative overhead costs for services actually provided to the charter school, up to five percent of the district per pupil revenues for each pupil who is not an on-line pupil enrolled in the charter school and up to five percent of the district per pupil on-line funding for each on-line pupil enrolled in the charter school.*

##### **22-30.5-112(2)(a.4)(I)**

*(a.4) (I) Within ninety days after the end of each fiscal year, each school district shall provide to each charter school within its district an itemized accounting of all its central administrative overhead costs. The actual central administrative overhead costs shall be the amount charged to the charter school. Any difference, within the limitations of subparagraph (III) of paragraph (a)*

*of this subsection (2) and paragraph (a.3) of this subsection (2), between the amount initially charged to the charter school and the actual cost shall be reconciled and paid to the owed party.*

**22-30.5-112(7)**

*(7) A charter school shall comply with all of the state financial and budget rules, regulations, and financial reporting requirements with which the chartering school district is required to comply, including but not limited to annual completion of a governmental audit that complies with the requirements of the department.*

**22-30.5-501 et seq – CSI purpose**

*Legislative declaration*

*(1) The general assembly hereby finds, determines, and declares that:*

*(a) There is a growing demand for more charter schools in the state;*

*(b) There is an underserved population of at-risk students in the state, for whom innovative educational models are needed.*

*(2) The intent of the general assembly in establishing the state charter school institute pursuant to this part 5 is to:*

*(a) Provide an alternative mode of authorizing charter schools as a means to assist school districts in utilizing best practices for chartering schools and to approve and oversee charter schools in school districts not desiring to do so themselves; and*

*(b) Preserve the authority of a school district to authorize charter schools, at the school district's option.*

**22-30.5-504 - Institute chartering authority - institute charter schools - exclusive authority - retention - recovery – revocation**

**Charter School Capitol Construction Fund (CRS 22-54-124)**

**Building Excellent Schools Today (BEST) Grants (CRS 22-43.7-101 thru 22-43.7-116)**

**State Board of Education Rule citations**

1 CCR 301-88 §2.02

2.02 Nondiscrimination:

*2.02 (A) Charter Schools are subject to all federal and state laws regarding nondiscrimination. The Charter School provides evidence of annual training on nondiscrimination laws to employees and board members, and otherwise ensures that its board and leadership stay current on all relevant provisions.*

*2.02 (B) The Charter School provides access to services for students with disabilities and ensures that services are delivered to students with disabilities as required by federal and state law.*

*2.02 (C) The Charter School provides access to services for and appropriately serves other special populations of students, including English language learners, homeless students, and gifted students. The Charter School collaborates with its Charter School Authorizer to deliver appropriate services as required by federal and state law.*

*2.02 (D) The Charter School does not engage in or adopt discriminatory recruiting, marketing, or enrollment policies or practices. The Charter School strives for transparent and honest communication.*

*2.02 (E) The Charter School does not establish undue barriers to students applying for enrollment, such as mandated testing prior to acceptance, that have the effect of excluding students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.*

*2.02 (F) The Charter School admits students through a publicly verifiable selection process that is either random in nature or first-come-first-served.*

*2.02 (G) The Charter School adopts enrollment practices that ensure that enrollment decisions are non-discriminatory and consistent with the best interests of the student applicant. Such practices include a pre-enrollment admissions process that is in compliance with federal and state statutes, and that meets the following standards:*

*2.02 (G) (1) During the pre-enrollment admissions process, the Charter School, in consultation with the Charter School Authorizer, determines whether the Charter School is an appropriate placement for students with special needs, including but not limited to students with disabilities, English language learners, students with disciplinary history, and students who may pose a threat to the safety of themselves or other students.*

*2.02 (G) (2) The pre-enrollment admissions process requires, at a minimum, (i) a pre-enrollment admissions determination; (ii) prompt, collaborative, and individualized decisions in accordance with federal and state law; (iii) prompt record sharing; and (iv) fair and transparent decisions.*

*2.02 (G) (3) The Charter School annually reviews its discipline and enrollment records to ensure that its policies have been applied equitably to all students.*

*1 CCR 301-88 §3.04*

*3.04 Performance Contracting. The Charter School Authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document,*

*separate from the charter application, that establishes the legally binding agreement and terms under which the school will operate.*

*3.04 (A) The Charter School Authorizer demonstrates exemplary practices in matters related to contract term, negotiation, and execution by doing the following:*

*3.04 (A) (1) Executing a contract with a legally incorporated governing board independent of the Charter School Authorizer;*

*3.04 (A) (2) Granting charter contracts for a term of five operating years, or longer only with periodic high-stakes reviews every five years;*

*3.04 (A) (3) Defining material terms of the contract;*

*3.04 (A) (4) Ensuring mutual understanding and acceptance of the terms of the contract by the school's governing board prior to authorization or charter granting by the authorizing board; and*

*3.04 (A) (5) Allowing - and requiring contract amendments for - occasional material changes to a school's plans, but does not require amending the contract for non-material modifications.*

*3.04 (B) The Charter School Authorizer demonstrates exemplary practices related to rights and duties by doing the following:*

*3.04 (B) (1) Executing charter contracts that clearly:*

*3.04 (B) (1) (a) State the rights and responsibilities of the Charter School and the Charter School Authorizer;*

*3.04 (B) (1) (b) State and respect the autonomies to which schools are entitled - based on statute, waiver, or authorizer policy - including those relating to the school's authority over educational programming, staffing, budgeting, and scheduling;*

*3.04 (B) (1) (c) Define performance standards, criteria and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions;*

*3.04 (B) (1) (d) State the statutory, regulatory, and procedural terms and conditions for the school's operation;*

*3.04 (B) (1) (e) State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly;*

*3.04 (B) (1) (f) State the responsibility and commitment of the school to adhere to essential public education obligations, including admitting and serving all eligible students so long as*

*space is available, and not expelling or counseling out students except as pursuant to a legal discipline policy approved by the authorizer; and*

*3.04 (B) (1) (g) State the responsibilities of the school and the authorizer in the event of school closure; and*

*3.04 (B) (2) Ensuring that any fee-based services provided by the authorizer are set forth in a services agreement separate from the charter contract; and ensures that purchasing such services is explicitly not a condition of charter approval, continuation, or renewal.*

*3.04 (C) The Charter School Authorizer demonstrates exemplary practices in matters related to performance framework and standards by executing charter contracts that clearly:*

*3.04 (C) (1) Establish the performance framework under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality;*

*3.04 (C) (2) Define clear, measurable, and attainable academic, financial, and operational performance standards and targets that the school must meet as a condition of renewal, including, but not limited to, state and federal measures;*

*3.04 (C) (3) Define the sources of data that will form the evidence base for ongoing and renewal evaluation, including state-mandated and other standardized assessments, internal assessments, qualitative reviews, and performance comparisons with other public schools in the district and state; and*

*3.04 (C) (4) Continuously reflect upon its practices and pursue innovative and promising approaches to authorizing.*

*3.04 (D) The Charter School Authorizer, if it contracts with education services or management, demonstrates exemplary practices in the following manner:*

*3.04 (D) (1) For any school contracting with a third-party provider for education design and operation or management, including additional contractual provisions that ensure rigorous, independent contract oversight by the charter governing board and the school's financial independence from the external provider;*

*3.04 (D) (2) Reviewing the proposed third-party contract as a condition of charter approval to ensure that it is consistent with applicable law, authorizer policy, and the public interest;*

*3.04 (D) (3) Otherwise ensuring that the oversight of the school's contract complies with the standards outlined in section 3.01 of these rules.*

1 CCR 301-88 §3.06(B)(1)

*3.06 Revocation and Renewal Decision Making. The Charter School Authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests.*

*3.06 (A) The Charter School Authorizer revokes a charter during the charter term if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students or public funds.*

*3.06 (B) In addition to the required standards outlined in § 22-30.50-110, C.R.S., the Charter School Authorizer ensures that renewal decisions are based on merit and inclusive evidence by doing the following:*

*3.06 (B) (1) Basing the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter contract, and ensuring that improved academic achievement is the most important factor to consider when determining whether to revoke or not renew a charter;*

*3.06 (B) (2) Granting renewal only to schools that have achieved the standards and targets stated in the charter contract, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law; and*

*3.06 (B) (3) Not making renewal decisions, including granting probationary or short-term renewals, on the basis of political or community pressure or solely on promises of future improvement.*

*3.06 (C) The Charter School Authorizer demonstrates exemplary practices related to its cumulative report and renewal application by doing the following:*

*3.06 (C) (1) Providing to each school, in advance of the renewal decision, a cumulative performance report that summarizes the school's performance record over the charter term and states the authorizer's summative findings concerning the school's performance and its prospects for renewal; and*

*3.06 (C) (2) Requiring any school seeking renewal to apply for it through a renewal application, which provides the school a meaningful opportunity and reasonable time to respond to the cumulative report; correct the record, if needed; and present additional evidence regarding its performance.*

*3.06 (D) The Charter School Authorizer uses a fair and transparent process by doing the following:*

*3.06 (D) (1) Clearly communicating to schools the criteria for charter revocation, renewal, and non-renewal decisions, consistent with the charter contract;*

*3.06 (D) (2) Promptly notifying each school of its renewal (or, if applicable, revocation) decision, including written explanation of the reasons for the decision;*

*3.06 (D) (3) Promptly communicating renewal or revocation decisions to the school community and public within a time frame that allows parents and students to exercise choices for the coming school year;*

*3.06 (D) (4) Explaining in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision; and*

*3.06 (D) (5) Regularly updating and publishing the process for renewal decision making, including guidance regarding required content and format for renewal applications.*

*3.06 (E) In the event of a school closure, the Charter School Authorizer oversees and works with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.*

**Colorado SEA Submission Form**

Assurance	Evidence Supporting Compliance Determination		Notes
	Citation of State Law, Regulation or Policy	Links or References to Artifacts	
<p><b>3A(1) – Charter or Performance Contract</b></p>	<p><b>State Law:</b>                      §22-30.5-103(2):                      The Colorado statute defines charter schools as “a public school that enters into a charter contract” pursuant to the following statutes (CRS §22-30.5-103(2)).</p> <p>CRS §22-30.5-105 :                      (2)(a) The contract between a charter school and the chartering local board of education shall reflect all agreements regarding the release of the charter school from school district policies. Each charter school’s contract shall include a statement specifying the manner in which the charter school shall comply with the intent of the state statutes, state board rules, and district rules that are waived for the charter school either automatically or by application....                      (2)(c) A contract between a charter school and the chartering local board of education approved on or after July 1, 2002, shall</p>	<p><b>State Law:</b>                      Relevant Colorado Revised Statutes (CRS) can be found at the following links:                      22-30.5-103. Definitions                      22-30.5-105. Charter schools - contract contents - regulations</p> <p><b>State Rule:</b>                      State Board of Education Rule 1 CCR 301-88 available at: <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537</a></p> <p><b>State Policy &amp; Procedure:</b>                      For information concerning how the charter contract is considered as part of the CSP subgrantee application process in Colorado, see our RFP (pp. 7, 8, 14, 30, 49) at <a href="http://www.cde.state.co.us/cdechart/2013-2014ccspstart-upgrantfip">http://www.cde.state.co.us/cdechart/2013-2014ccspstart-upgrantfip</a>.</p>	<p><b>State Law:</b>                      CRS §22-30.5-103(2) references that the Colorado definition of a charter school includes the need for a charter contract.</p> <p>CRS §22-30.5-105 (2)(a) &amp; (2)(c) - outline the contents required to be included, at a minimum, within the charter contract.</p> <p>Charter Contracts are governed by state statute CRS §22-30.5-105, which outlines the need for and contents of a charter contract between the District/LEA and the school. Statute requires that the charter contract include approved waivers to state and district statutes (CRS §22-30.5-105(2)(a)) and the obligations the school and the authorizing district/LEA agree to fulfill (CRS §22-30.5-105 (2)(c)).</p> <p><b>State Rule:</b>                      State Board of Education Rule 1 CCR 301-88 (effective from 3/1/2012), specifically §3.04 - references Authorizer’s requirement to utilize performance contracting with their charter schools.</p> <p><b>State Policy &amp; Procedure:</b></p>

Assurance	Evidence Supporting Compliance Determination			Notes
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<p>specify:</p> <p>(I) If the contract is not a renewal of an expiring contract, the manner in which the school district governed by the local board of education will support any start-up facility needs of the charter school;</p> <p>(II) The manner in which the school district governed by the local board of education will support any long-term facility needs of the charter school;</p> <p>(III) The actions that the charter school must take in order to:</p> <p>(A) Have its capital construction needs included as part of the next ballot question for approval of bonded indebtedness to be submitted by the local board of education of its chartering school district to the voters of the district; or</p> <p>(B) Have the local board of education submit a ballot question for approval of a special mill levy to finance the capital construction needs of the charter school to the voters of the district pursuant to section 22-30.5-</p>			<p>Colorado Statute does not consider a charter applicant to be a public school until the charter contract is in place, and so no per pupil local/state funds, federal funds, or CSP grant funds can be distributed to the school until the charter contract is in place. During the CSP subgrantee application process, CDE's Schools of Choice office verifies that the charter contract is in place via receipt and review of a copy of the executed charter contract before grant funds are released.</p>	

Assurance	Evidence Supporting Compliance Determination			Notes
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	<p>405:            (IV) The financial information, including but not limited to an annual governmental audit, the charter school must report to the chartering school district, the deadline for reporting such information to the chartering school district in order to enable the chartering school district to comply with the requirements specified in this title and in rules promulgated by the state board pertaining to reporting financial information to the department of education, and the circumstances under which the chartering school district may withhold a portion of the charter school's monthly payment as provided in section 22-30.5-112 (8) for failure to comply with financial reporting requirements specified in the contract; and            (V) Whether, and the circumstances under which, the local board of education delegates to the charter school the authority to impose a transportation fee</p>			

Assurance	Evidence Supporting Compliance Determination			Notes
	Citation of State Law, Regulation or Policy	Links or References to Artifacts	Narrative Rationale	
	<p>on students who are enrolled in the charter school and, if so, the procedures for imposition of the fee.</p> <p><b>State Rule:</b>  Statute is further reinforced by State Board of Education Rule 1 CCR 301-88 §3.04, which states "The Charter School Authorizer executes contracts with charter schools that articulate the rights and responsibilities of each party regarding school autonomy, funding, administration and oversight, outcomes, measures for evaluating success or failure, performance consequences, and other material terms. The contract is an essential document, separate from the charter application, that establishes a legally binding agreement and terms under which the school will operate."</p> <p><b>State Policy &amp; Procedure:</b>  Colorado Charter Schools Program (CCSP) Grant RFP - p. 7. "1) Has a written performance contract with the authorized public</p>			

Assurance	Evidence Supporting Compliance Determination			Notes
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	<p>chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school."</p> <p>p.8, "Contracts between schools and ESPs will be subject to review as a part of the eligibility process."</p> <p>p.14, "Awards are contingent upon evidence of an executed and signed charter contract between the school and their authorizer , and may never be spent retroactively."</p> <p>p. 30, From grant certifications and assurances signed by authorizer and subgrantee:</p> <p>" — Recipients certify that they have an approved charter application (if applying in Tier I) or a signed charter contract (if applying in Tier II).</p> <p>— Recipients certify that a high degree of autonomy is built into its charter contract, and that they have sought all</p>			

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	<p>the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.</p> <p>___ Recipients certify that their charter contract allows the opportunity for the school to purchase services via a third party.</p> <p>p. 49, Request for proof of charter status at time of application:</p> <p>___ Charter Status</p> <p>___ Approved Charter Application</p> <p>___ Charter application submitted, but not approved</p> <p>___ We have a fully executed, signed charter contract</p> <p>___ Projected date of contract</p> <p>___</p> <p>We understand that we will not be awarded grant funds until a contract between the school and Authorizer has been executed and signed.</p> <p>Evidence of a signed contract must be provided prior to funding."</p>			
<b>3A(2) - Annual Independent Audit</b>	<p><b>State Law:</b> CRS §22-30.5-104(4)(a) "....Notwithstanding organization as a nonprofit corporation, a charter school</p>	<p><b>State Law:</b> Colorado Revised Statutes (CRS) can be found online as follows: CRS 22-30.5-104. Charter</p>	<p><b>State Law:</b> CRS §22-30.5-104(4)(a) &amp; §22-30.5-112(7) require that a charter school comply with all state financial and budget rules, regulations, and financial</p>	

Assurance	Evidence Supporting Compliance Determination		Notes
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<p>shall annually complete a governmental audit that complies with the requirements of the department of education."</p> <p>CRS §22-30.5-112(7)            "A charter school shall comply with all of the state financial and budget rules, regulations, and financial reporting requirements with which the chartering school district is required to comply, including but not limited to annual completion of a governmental audit that complies with the requirements of the department."</p> <p>CRS §22-30.5-105(2)(IV)            "The financial information, including but not limited to an annual governmental audit, the charter school must report to the chartering school district, the deadline for reporting such information to the chartering school district in order to enable the chartering school district to comply with the requirements specified in this title and in rules promulgated</p>	<p>School – requirements - authority  <u>C.R.S. 22-30.5-112</u>. Charter schools – financing – definitions - guidelines  <u>C.R.S. 22-30.5-105</u>. Charter schools – contract contents - regulations  <u>C.R.S. 22-30.5-106</u>. Charter application - contents  <u>C.R.S. 22-30.5-509</u>. Institute charter school application - contents  <u>C.R.S. 29-1-601</u>, et seq. Local Government Audit Law  <u>C.R.S. 29-1-603</u>. Audits required  <u>C.R.S. 24-6-402</u>  <u>C.R.S. 22-11-206</u>. Accreditation of school districts and institute – contracts - rules  <u>C.R.S. 22-11-208</u>. Accreditation - annual review            - plans – supports and interventions - rules  <b>State Policy &amp; Procedure:</b>            CDE Guidance: Finance Audit Requirement for Charter Schools (dated 10/17/2011) is available at:  <a href="http://www.cde.state.co.us/5ites/default/files/documents/cdefinance/download/pdf/1">http://www.cde.state.co.us/5ites/default/files/documents/cdefinance/download/pdf/1</a></p>	<p>reporting requirements, including but not limited to annual completion of a governmental audit.</p> <p>CRS §22-30.5-105(2)(IV) requires authorizers to ensure that the charter contract requires the reporting of required financial information, and the authorizer may withhold funds until a school complies with such financial reporting requirements.</p> <p>CRS §22-30.5-106(1)(g) &amp; §22-30.5-509(1)(g) - require the charter application to a district authorizer or the Colorado Charter School Institute (the statewide authorizer) to describe their method for obtaining an independent annual audit of the charter school's financial statements.</p> <p>CRS §29-1-601 et seq. - Colorado Local Government Audit Law            Colorado Local Government Audit Law            - governs the parameters and penalties under which governmental entities must perform an annual, independent audit.            Specifically, CRS §29-1-603 requires that all political subdivisions in the state are required to have an annual independent audit.</p> <p>CRS §24-6-402(1)(a) – requires the online posting of all annual budgets</p>	

Assurance	Evidence Supporting Compliance Determination		Notes
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	<p>by the state board pertaining to reporting financial information to the department of education, and the circumstances under which the chartering school district may withhold a portion of the charter school's monthly payment as provided in section 22-30.5-112 (8) for failure to comply with financial reporting requirements specified in the contract; and"</p> <p>CRS §22-30.5-106(1)(g) &amp; CRS §22-30.5-509(1)(g) both state identically:            "...The charter application shall also describe the method for obtaining an independent annual audit of the proposed charter school's financial statements consistent with generally accepted auditing standards and circular A-133 of the United States office of management and budget, as originally published in the federal register of June 30, 1997, and as subsequently amended."</p> <p>CRS §29-1-601 et seq; Local</p>	<p><a href="#">independentauditreqcharterschools_101711.pdf</a></p> <p>CDE Financial Policies and Procedures Handbook (Section D) can be found at: <a href="http://www.cde.state.co.us/ftp_handbook">http://www.cde.state.co.us/ftp_handbook</a></p> <p>For information concerning how the audit requirement is considered as part of the CSP subgrantee application process in Colorado, see our RFP (pp. 7, 29-31) at <a href="http://www.cde.state.co.us/cdecharter/2013-2014ccspstart-upgrant/rfp">http://www.cde.state.co.us/cdecharter/2013-2014ccspstart-upgrant/rfp</a>.</p> <p>Colorado Charter School Standard Application, Checklist, &amp; Review Rubric (pp. 14, 37) <a href="http://www.cde.state.co.us/sites/default/files/documents/cdecharter/download/bcsappchecklistdocx.docx">http://www.cde.state.co.us/sites/default/files/documents/cdecharter/download/bcsappchecklistdocx.docx</a></p>	<p>and annual audits for public entities in Colorado, including charter schools.</p> <p>Additionally, Colorado statute requires not only that an audit is performed (CRS §22-30.5-104(4)(a) &amp; CRS §22-30.5-112(7)), but also that it be included in the charter contract along with other required financial reporting and that the school identify in their charter application (which is usually also referenced in the charter contract) a description of their proposed method for obtaining an "independent annual audit" of the charter school's finances (CRS §22-30.5-106(1)(g) &amp; CRS §22-30.5-509(1)(g)).</p> <p>Further, all public entities in Colorado are subject to the Financial Transparency Act, which requires the online posting of annual budgets and annual audits (CRS §24-6-402(1)(a)). The CDE Division of Public School Finance requires audits be submitted to them by the authorizer, on behalf of the charter school, no later than 5 months following the end of the fiscal year (i.e. November 1<sup>st</sup>); charter school audits are tracked and reviewed in detail by the Division. Failure to satisfy CDE audit requirements would result in corrective action, as outlined in the Educational Accountability Act</p>

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	<p>Government Audit Law. Of main interest is: CRS §29-1-603(1), (3) &amp; (4)</p> <p>"(1) The governing body of each local government in the state shall cause to be made an annual audit of the financial statements of the local government for each fiscal year ... As part of the audit of a school district, the auditor shall ensure that the school district is complying with the provisions of section 22-44-204 (3), C.R.S., concerning the use of the financial policies and procedures handbook adopted by the state board of education. The audit report shall contain a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the financial policies and procedures handbook. The supplemental schedules of receipts and expenditures for each fund shall be in the format prescribed by the state board of education and shall be in agreement with the audited financial statements of the school</p>		<p>(CRS §22-11-206(4)(a) &amp; (b) and CRS §22-11-208 (1)(b)).</p> <p><b>State Policy &amp; Procedure:</b></p> <p>CDE Guidance: Finance Audit Requirement for Charter Schools (dated 10/17/2011) provides clarification for charter schools that an annual independent audit is required.</p> <p>CDE Financial Policies and Procedures Handbook, Section D pertains to school audits.</p> <p>Colorado Charter Schools Program (CCSP) Grant RFP - references that meeting state/federal audit requirements is a condition of eligibility to receive CSP subgrant funds.</p> <p>Colorado Charter School Standard Application, Checklist, &amp; Review Rubric - references that requirements for an annual independent audit of finances should be included as part of the charter application/contract.</p> <p>This is further reinforced through CDE's Guidance to charter schools and Authorizers through its Finance Audit Requirement for Charter Schools memo, The Colorado Charter Schools Program (CCSP) Grant RFP, and the</p>

Assurance	Evidence Supporting Compliance Determination			Notes
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	<p>district.... (3) The expenses of audits required by this part 6, whether ordered by the local government or the state auditor, shall be paid by the local government for which the audit is made. It is the duty of the governing body of the local government to make provision for payment of said expenses....</p> <p>(4) The entities listed in section 29-1-602 (5) (b) shall annually have an audit made by a certified public accountant and shall file a copy of the audit report made pursuant to such audit with the state auditor no later than thirty days after the report is received by such entity."</p> <p>CRS §24-6-402(1)(a)  "Local public body" means any board, committee, commission, authority, or other advisory, policy-making, rule-making, or formally constituted body of any political subdivision of the state and any public or private entity to which a political subdivision, or an official thereof, has delegated a governmental decision-</p>		<p>Colorado Charter School Standard Application, Checklist, &amp; Review Rubric (a joint publication between CDE, the statewide authorizer, and our charter support organization). These documents also encourage charter contracts include such an audit requirement and that the audit be completed and submitted to the authorizer no later than September 30<sup>th</sup> following the school year.</p>	

Assurance	Evidence Supporting Compliance Determination			Notes
	Citation of State Law, Regulation or Policy	Links or References to Artifacts	Narrative Rationale	
	<p>making function but does not include persons on the administrative staff of the local public body."</p> <p>CRS §22-11-206(4)(a) &amp; (b)</p> <p>"(4) (a) For purposes of monitoring a school district's or the institute's substantial and good-faith compliance with the provisions of this title and other statutory and regulatory requirements, the department shall obtain assurances from the school district or the institute that it is in compliance with:</p> <p>(I) The provisions of article 44 of this title concerning budget and financial policies and procedures;</p> <p>(II) The provisions of article 45 of this title concerning accounting and financial reporting; and</p> <p>(III) If the accreditation contract involves a school district, the provisions of section 22-32-109.1 concerning school safety.</p> <p>(b) With regard to statutory and regulatory requirements, other than those specified in paragraph (a) of this</p>			



Assurance	Evidence Supporting Compliance Determination			Notes
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	<p>department may change a school district's or the institute's accreditation category prior to conclusion of the annual performance review if the department determines that the school district or the institute has substantially failed to meet a requirement specified in the accreditation contract and that immediate action is required to protect the interests of the students and parents of students enrolled in the district public schools or the institute charter schools."</p> <p><b>State Policy &amp; Procedure:</b>  CDE Guidance: Finance Audit Requirement for Charter Schools (dated 10/17/2011)  "...the department will require each charter school in the state to complete a separate independent audit and submit this financial audit to their authorizer.... the Colorado Department of Education, and the State Auditor's Office.... These independent charter audits must be completed even if a district includes charter</p>			

Assurance	Evidence Supporting Compliance Determination			Notes
	<i>Citation of State Law, Regulation or Policy</i>	<i>Links or References to Artifacts</i>	<i>Narrative Rationale</i>	
	<p>schools in the district's annual audit as component units...."</p> <p>As referenced in the <b>CDE Financial Policies and Procedures Handbook</b>, "The Consolidated Appropriations Act of 2010 requires that states ensure that every charter school district conducts annual, timely and independent audits of the school's financial position in order to receive funding from the Public Charter School Grant Program. Charter school audits will be required annually beginning fiscal year ending June 30, 2012. The charter school audits must be submitted to the Colorado Department of Education and the State Auditor's Office.</p> <p>The charter school independent financial audit will need to meet the financial deadlines as established through CRS §29-1-603." (p.D-2). Audit parameters and submission requirements are also outlined under Section D of this Handbook.</p>			

Assurance	Evidence Supporting Compliance Determination			Notes
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	<p>As referenced in the <b>Colorado CSP RFP</b>, the subgrantee:</p> <p>"Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;" (p.7)</p> <p>"The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits." (p.29)</p> <p>"Recipients will use an independent auditor for annual financial audits that is different than their Authorizer's auditor." (p.30)</p> <p>"Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984." (p.31)</p> <p>Colorado Charter School Standard Application,</p>			

Assurance	Evidence Supporting Compliance Determination		Notes
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	<p>Checklist, &amp; Review Rubric</p> <p>"The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies....There is a description of how the school will conduct an annual audit of the financial and administrative operations of the school." (p.14)</p> <p>"Design Criteria: The board provides the proper legal fiscal oversight. The school follows generally acceptable accounting practices. Financial controls ensure adequate auditing and reporting procedures are in place....</p> <p>An independent audit will be conducted by a qualified CPA, with timelines given along</p>		

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	with a plan to address any concerns." (p.37)			
<b>3A(3) - Improved Student Academic Achievement</b>	<p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 §3.01(A)(4) makes clear that authorizers are required in their oversight of charter schools to ensure that they "over time, meet the performance standards and targets set forth in their charter contracts on a range of measures and metrics;" and §3.04(C)(1) of the same rule document requires all charter contracts to establish "the performance framework under which schools will be evaluated, using objective and verifiable measures of student achievement as the primary measure of school quality". Further, §3.05(A)(1) &amp; (5) of this rule document states that the authorizer is responsible to implement "a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides</p>	<p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 available at: <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537</a></p> <p>Colorado Revised Statutes (CRS) can be found online at the following links: <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">C.R.S. 22-30.5-104</a>. Charter school - requirements - authority <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">C.R.S. 22-11-201</a> et seq. <b>STATE ACCOUNTABILITY</b> <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">C.R.S. 22-7-1201</a> et seq. <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">Colorado READ Act</a></p> <p><b>State Policy &amp; Procedure:</b> Colorado School Performance Framework: <a href="http://www.cde.state.co.us/accountability/2014spfdpf-overview">http://www.cde.state.co.us/accountability/2014spfdpf-overview</a> <a href="http://www.cde.state.co.us/accountability/performanceframeworkresources">http://www.cde.state.co.us/accountability/performanceframeworkresources</a></p> <p>Info on Colorado Growth Model Measure:</p>	<p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 (effective from 3/1/2012), specifically §3.04(A)(4), §3.04(C)(1), §3.05(A)(1), &amp; §3.05(A)(5) govern the required performance measurements and accountability system for the school that must be outlined in the charter contract that at minimum meet the requirements expressed in the State's Educational Accountability Act.</p> <p>CRS §22-30.5.104(6)(b) requires that charter schools must be held accountable to improved student achievement and growth as prescribed in the Educational Accountability Act and any assessment or measure that is included within the state's School Performance Framework.</p> <p><b>Colorado Context:</b> In general, Colorado has a comprehensive system for holding all districts and schools, including charter schools, accountable for increased student achievement and growth. Under CRS Article 11, the Education Accountability Act of 2009, all public</p>	

Assurance	Evidence Supporting Compliance Determination		Notes
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<p>the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions; ...Evaluating each school annually on its performance and progress toward meeting the standards and targets stated in the charter contract, including essential compliance requirements,..."</p> <p><b>State Law:</b>  CRS §22-30.5-104(6)(b) -  ".... the state board may not waive any statute or rule relating to school accountability committees as described in section 22-11-401, any statute or rule relating to the assessments required to be administered pursuant to section 22-7-409, any statute or rule necessary to prepare the school performance reports pursuant to part 5 of article 11 of this title, any statute or rule necessary to implement the provisions of the "Public School Finance Act of 1994", article 54 of this title, or any statute or rule relating to the "Children's Internet</p>	<p><a href="http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq">http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq</a></p> <p><a href="http://www.schoolview.org/ColoradoGrowthModel2.asp">http://www.schoolview.org/ColoradoGrowthModel2.asp</a></p> <p>Colorado READ Act  <a href="http://www.cde.state.co.us/coloradoliteracy/readfaq">http://www.cde.state.co.us/coloradoliteracy/readfaq</a></p> <p><a href="http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/colorado%20read%20act%20handout%2011%208%2012%20final%20for%20printing.pdf">http://www.cde.state.co.us/sites/default/files/documents/coloradoliteracy/readact/download/colorado%20read%20act%20handout%2011%208%2012%20final%20for%20printing.pdf</a></p> <p><a href="http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp">http://www.cde.state.co.us/coloradoliteracy/ReadAct/index.asp</a></p>	<p>schools are measured using a statewide School Performance Framework, which includes the Colorado Growth Model measure. Schools are evaluated on academic achievement, academic growth, gaps in academic growth, and high schools are also evaluated on postsecondary and workforce readiness measures. The law provides for four Plan Types: Performance, Improvement, Priority Improvement, and Turnaround. A state advisory committee evaluates all turnaround plans and CDE cross-unit teams review all Priority Improvement and Turnaround plans to ensure appropriate steps are being taken by the school to implement strategies to address the root causes of low performance and return to a trajectory of acceptable improvement in achievement and growth, the results of which are posted online at <a href="http://www.schoolview.org">www.schoolview.org</a>. After five years of failing to make adequate progress, public school districts and public schools, including charter schools, failing to make sufficient progress face closure or conversion. Because of the contractual nature of charter schools, their authorizer can instigate closure or non-renewal before this five-year clock finishes.</p> <p>Educational Accountability Act: CRS</p>	

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	<p>Protection Act", article 87 of this title."</p> <p><b>Relevant State Context/Law:</b> Educational Accountability Act &amp; State accountability system/framework CRS §22-11-201 et seq.</p> <p>Colorado READ Act; CRS §22-7-1201 et seq.</p> <p><b>State Policy &amp; Procedure:</b> Colorado School Performance Framework</p> <p>Colorado Growth Model Measure</p>		<p>§22-11-201 et seq. – Article 11 is the Educational Accountability Act that governs school and district accountability and accreditation within the state. §201 and beyond outline the State accountability system/framework.</p> <p>In addition, Colorado's READ Act requires all public schools, including charter schools, to utilize approved interim assessments to demonstrate and ensure students are making improved academic progress toward being proficient in reading before leaving 3<sup>rd</sup> grade. An authorizer and its charter school(s) may agree to utilize data measured by READ Act interim assessments as part of its performance measurements of academic achievement to which the school is accountable through its charter contract.</p> <p>Colorado READ Act: CRS §22-7-1201 et seq. – requires schools to utilize interim assessments in early grades to ensure students are making improved academic performance in reading, to be proficient before leaving 3<sup>rd</sup> grade;</p>	

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<p><b>3(B) - Renew/Revocation Decisions - Increases in Student Academic Achievement for all Groups of Students as Most Important Factor</b></p>	<p><b>State Law:</b> CRS §22-30.5-110 of Colorado's charter school law governs authorizer renewals and revocation decisions. It provides a list of four criteria where any one of these factors could be used as sole evidence to revoke or non-renew a charter. One of the listed criteria is "Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the performance indicators, applicable federal requirements, or other terms identified in the charter contract" (CRS §22-30.5-110(3)(b)).</p> <p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 Most importantly, State Board Rule 1 CCR 301-88 §3.06(B)(1) makes authorizers responsible for "ensuring that improved academic achievement is the</p>	<p><b>State Law:</b> Colorado Revised Statutes (CRS) can be found online at the following links: <a href="#">C.R.S. 22-30.5-110</a>. Charter schools - term - renewal of charter - grounds for nonrenewal or revocation</p> <p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 available at: <a href="http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537">http://www.sos.state.co.us/CR/GenerateRulePdf.do?ruleVersionId=4537</a></p> <p><b>State Policy &amp; Procedure:</b> Info on Colorado Growth Model Measure: <a href="http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq">http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq</a> <a href="http://www.schoolview.org/ColoradoGrowthModel2.asp">http://www.schoolview.org/ColoradoGrowthModel2.asp</a></p> <p>Colorado's federally-approved proposal to use the state's School Performance Framework and Colorado Growth Model Measure in lieu of federal Adequate Yearly Progress (AYP) measures. <a href="http://www.schoolview.org/documents/CompleteAYPpkg">http://www.schoolview.org/documents/CompleteAYPpkg</a></p>	<p><b>State Law:</b> CRS §22-30.5-110 – governs authorizer charter renewal and revocation decisions, and includes in the criteria that can be used to revoke or non-renew a charter the failure to make adequate progress toward achievement and pupil performance goals.</p> <p><b>State Rule:</b> State Board of Education Rule 1 CCR 301-88 (effective from 3/1/2012), specifically §3.01(A)(5), §3.04(C)(2), §3.05(A)(1), §3.06, §3.06(A), §3.06(B)(1) – outlines parameters the authorizer should have in place and consider concerning renewal and revocation processes for charter schools, including a provision that clearly states that improved academic achievement is the most important factor to consider.</p> <p><b>State Policy &amp; Procedure:</b> The Colorado Growth Model's has been approved by the U.S. Department of Education as a substitute for the achievement gap measures required under the No Child Left Behind Act. As one of the measures required to be included in the School Performance Framework and each charter contract, charter schools are required to be making increases in academic growth</p>

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<p>most important factor to consider when determining whether to revoke or not renew a charter.”</p> <p>Other relevant provisions of this rule document include those listed above under Assurance 3A(3) concerning academic achievement and performance measures that must be in place under the charter contract, and thus also must be a factor for renewal &amp; revocation decisions, including the following relevant provisions: §3.01(A)(5) states that authorizers agree to “Closing schools that fail to meet standards and targets set forth in law and by contract” (including academic performance standards &amp; targets). §3.04(C)(2) states the authorizer is required in the charter contract to “define clear, measurable, and attainable academic, financial, and operational performance standards and targets that the school must meet as a condition of renewal, including, but not limited to, state and federal</p>	<p>010609.pdf</p>	<p>for all groups of students, and the following groups of students are specifically measured for each subject area under the Growth Gaps section of each School Performance Framework report, which includes a breakdown of growth for the following student groups: economically disadvantaged students (aa, measured as Free/Reduced Lunch Eligible), minority students (bb, students from major racial and ethnic groups), students with disabilities (cc), English Learners (dd, students with limited English proficiency) and students needing to catch up. Median growth for these student groups is measured against the median adequate growth percentile required for students in these groups to make progress toward proficiency within three years. For more information on the Colorado Growth Model, see the resources in the link to the left.</p>		

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	<p>measures;" §3.05(A)(1) holds authorizers responsible for "Implementing a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions;" §3.06 governs "Revocation and Renewal Decision Making. The Charter School Authorizer designs and implements a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions, and revokes charters when necessary to protect student and public interests." And finally, §3.06(A) clarifies the authorizer is also permitted to revoke a charter mid-term, especially "if there is clear evidence of extreme underperformance or violation of law or the public trust that imperils students</p>			

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	<p>or public funds."</p> <p><b>State Policy &amp; Procedure:</b>            Colorado Growth Model Measure            "The Colorado Growth Model is both            - A statistical model to calculate each student's progress on state assessments.            - A tool for displaying student, school, and district results to educators and to the public....            The Colorado Growth Model shows us            - how individual students (and groups of students) progress from year to year toward state standards. Each student's progress is compared to the progress of other students in the state with a similar score history on CSAP in that subject area.            - the observed growth among different groups of students at the state, district, and school level.            - the level of growth that we needed to observe in order to say that students were, on average, on track to catch up or keep up (Adequate</p>			

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	Growth) - schools and districts that produce the highest rates of growth in academic achievement. These schools or districts may not be ones with the highest test scores every year - growth level is completely independent of achievement level for individual students."			

**Upon completion, please return this form to** 



**COLORADO**  
Department of Education

## REQUEST FOR PROPOSAL

# COLORADO CHARTER SCHOOLS PROGRAM GRANT 2015 – 2016

**Proposals Due:** Wednesday, October 28, 2015 by 11:00 AM

**CCSP Grant Writers Boot Camp:** Wednesday, August 19, 2015, 9:00 AM – 4:00 PM

**Intent to Submit & Eligibility Forms Due:** Wednesday, August 26, 2015

**For program questions contact:**

Gina Schlieman [REDACTED]

**For fiscal/budget questions contact:**

Marti Rodriguez [REDACTED]

**For RFP specific questions contact:**

Kim Burnham [REDACTED]

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Colorado Department of Education  
Schools of Choice Office  
Division of Innovation, Choice & Engagement  
201 E. Colfax Avenue, Room 210, Denver, CO 80203

# TABLE OF CONTENTS

<b>TABLE OF CONTENTS</b> .....	<b>2</b>
<b>2014-15 GRANT CALENDAR</b> .....	<b>4</b>
<b>COLORADO CHARTER SCHOOLS PROGRAM GRANT</b> .....	<b>6</b>
<b>Background</b> .....	<b>6</b>
<b>Purpose of the Grant</b> .....	<b>6</b>
<b>Eligible Applicants</b> .....	<b>6</b>
One-Time, Significant Expansion of an Existing Charter School.....	7
Multiple Charters .....	8
Educational Service Providers .....	8
Proof of Eligibility.....	9
<b>Lottery &amp; Enrollment Requirements</b> .....	<b>9</b>
Exemptions from the Lottery .....	9
Weighted Lotteries .....	9
Preschool and Kindergarten Enrollment.....	11
Enrollment Policy .....	11
<b>Available Funds</b> .....	<b>12</b>
<b>Duration of Grants</b> .....	<b>12</b>
<b>Uses of Funds</b> .....	<b>13</b>
<b>Participation, Evaluation &amp; Reporting</b> .....	<b>13</b>
Technical Assistance .....	14
Evaluation .....	14
Reporting .....	14
<b>Grant Technical Assistance</b> .....	<b>15</b>
Start-up Grant Writers' Boot Camp .....	15
Writing Consultants: .....	16
<b>Review Process</b> .....	<b>16</b>
<b>Award Process and Start Date</b> .....	<b>16</b>
<b>Submission Process and Deadline</b> .....	<b>17</b>
Required Elements.....	18
Application Format .....	19
<b>Technical Assistance Information</b> .....	<b>20</b>
<b>Budget Instructions</b> .....	<b>22</b>
General Guidelines & Restrictions .....	22
Object Categories.....	24

References and Additional Guidance.....	26
<b>FINAL CHECKLIST – CCSP START-UP GRANT.....</b>	<b>27</b>
<b>2014-15 APPLICATION.....</b>	<b>28</b>
<b>PART IA: COVER PAGE (COMPLETE AND ATTACH AS THE FIRST PAGE OF PROPOSAL).....</b>	<b>28</b>
<b>PART IB: CERTIFICATION AND ASSURANCE FORM.....</b>	<b>30</b>
<b>START-UP GRANT SELECTION CRITERIA &amp; EVALUATION RUBRIC.....</b>	<b>35</b>
<b>2014-15 EVALUATION RUBRIC.....</b>	<b>50</b>
<b>INTENT TO SUBMIT FORM.....</b>	<b>52</b>
<b>ELIGIBILITY FORM.....</b>	<b>53</b>
<b>AGREEMENT OF UNDERSTANDING FOR WRITING CONSULTANT.....</b>	<b>56</b>
<b>APPENDIX D: TECHNOLOGY PLAN.....</b>	<b>57</b>
<b>APPENDIX E: SCHOOL LIBRARY PLAN.....</b>	<b>59</b>
<b>APPENDIX F: PROFESSIONAL DEVELOPMENT PLAN.....</b>	<b>60</b>
<b>APPENDIX G: PERFORMANCE MANAGEMENT PLAN.....</b>	<b>62</b>
<b>APPENDIX I: TECHNICAL ASSISTANCE PROPOSAL – START-UP GRANT.....</b>	<b>64</b>

## Colorado Charter Schools Program 2015-16 Grant Calendar

Wednesday, July 01, 2015	Reminder	REMINDER: CCSP Year 1 & Year 2 Implementation Grant recipients can begin incurring expenses for the 2015-16 grant year, though expenses cannot be reimbursed until the 2014-15 Annual Financial Report (AFR) is submitted and the initial 25% of 2015-16 award is released, upon request.	Time
Monday, August 17, 2015	Deadline	DUE DATE: Final 2014-15 RFF for the CCSP Grant due to CDE (For all subgrantees <u>not</u> receiving an extension)	11:00 AM
Wednesday, August 19, 2015	Event	CCSP Grant Writers Boot Camp	9:00 AM - 4:00 PM
Wednesday, August 26, 2015	Deadline	DUE DATE: CCSP Grant intent to Submit & Eligibility Forms	11:00 AM
Wednesday, September 02, 2015	Event	CCSP Renewal Proposal Training Webinar	12:00 PM - 2:00 PM
Thursday, September 03, 2015	Deadline	DUE DATE: CCSP Grant Reviewers - Applications Due	11:00 AM
Friday, August 28, 2015	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Friday, September 11, 2015	Event	CCSP Grant Budget Workshop (Part of Annual Finance Seminar)	2:00 PM - 5:00 PM
Friday, September 11, 2015	Event	Annual Finance Seminar	9:00 AM - 3:00 PM
Friday, September 18, 2015	Deadline	DUE DATE - CCSP Grant Draft - First Submission Deadline to Writing Consultant (optional)	11:00 AM
Tuesday, September 15, 2015	Deadline	EXTENDED DUE DATE - Final 2014-15 RFF for the CCSP Grant due to CDE (For all subgrantees receiving an extension)	11:00 AM
Tuesday, September 15, 2015	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Thursday, September 17, 2015	Deadline	REMINDER: Constitution Day - all schools receiving federal funding are required to teach to the U.S. Constitution on this day.	
Wednesday, September 30, 2015	Deadline	DUE DATE: CCSP 2014-15 Annual Financial Report due to CDE (For all 2014-15 subgrantees)	11:00 AM
Wednesday, September 30, 2015	Deadline	DUE DATE: CCSP Final Report (For all 2014-15 Implementation Yr2 subgrantees)	11:00 AM
Monday, October 05, 2015	Deadline	SUBMISSION DEADLINE: CCSP Renewal Proposals (Response provided by October 23, 2015)	3:00 PM
October ??, 2015,	Event	CSSI Team PD Day - <i>by invitation only</i>	12:30 PM - 3:30 PM
Friday, October 23, 2015	Event	Board Fundamentals	9:00 AM - 2:00 PM
Wednesday, October 28, 2015	Deadline	SUBMISSION DEADLINE: CCSP Grant Application	11:00 AM
Friday, October 30, 2015	Event	CCSP Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM - 4:00 PM
Tuesday, November 03, 2015	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Tuesday, November 10, 2015	Event	CCSP Grant Application Review - <i>by invitation only</i>	9:00 AM - 3:00 PM
Friday, November 13, 2015	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Wednesday, November 18, 2015	Deadline	NOTIFICATION: CCSP Grant Awards	by Close of Business

Thursday, November 19, 2015	Event	CCSP Grant Post-Award Webinar	12:30 PM - 3:30 PM
December 2015 - January 2016	Reminder	REMINDER: Consult with your Authorizer concerning inclusion in the Combined Application for federal funds, and inclusion in federal programs.	
Friday, December 11, 2015	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Friday, December 18, 2015	Deadline	DUE DATE: CCSP Grant Recipients - Deadline for submitting required application and budget revisions	11:00 AM
Friday, January 08, 2016	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Tuesday, January 12, 2016	Event	Administrator Mentoring Cohort (AMC)	8:00 AM-4:30 PM
Friday, January 22, 2016	Event	CCSP Grant Budget Workshop	2:00 PM - 5:00 PM
Tuesday, February 23, 2016	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Thursday, February 25, 2016	Event	Authorizers Summit (at Colorado Charter School Conference)	9:00 AM - 1:00 PM
February - April 2016	Reminder	REMINDER: CDE Grants Fiscal Desk Review of all CCSP Year 1 Implementation Grant recipients	
Saturday, March 12, 2016	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Tuesday, March 15, 2016	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Friday, April 01, 2016	Deadline	DUE DATE: Absolute deadline for CCSP Grant Recipients to submit Charter contract and any outstanding revisions.	
April - June 2016	Reminder	REMINDER: Ensure your district is applying to CDE on your behalf for waivers to state statutes.	
Wednesday, April 06, 2016	Event	Design Thinking 101 Workshop	3:00 PM - 5:00 PM
Thursday, April 07, 2016	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
Friday, April 08, 2016	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
March - May, 2016	Reminder	REMINDER: Onsite Visit for CCSP Year 1 Implementation grant recipients	
Wednesday, May 06, 2015	Event	Western Slope Combined Seminar	9:00 AM - 3:00 PM
Wednesday, May 20, 2015	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Friday, May 13, 2016	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Wednesday, June 01, 2016	Deadline	DUE DATE: CCSP Grant Request to Extend funding period to July 31, 2016 - For Extenuating Circumstances ONLY	11:00 AM
Friday, June 03, 2016	Event	Board Fundamentals	9:00 AM - 2:00 PM
Tuesday, June 07, 2016	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Thursday, June 30, 2016	Reminder	REMINDER: Ensure your waivers to state statutes have been approved.	
Thursday, June 30, 2016	Reminder	REMINDER: End of fiscal year for all grants (All grant funds must be obligated; Technical Assistance Request Forms due)	

Grant calendar updates can be found at: <http://www.cde.state.co.us/cdechart/chartcalendar>

The Schools of Choice Office can be contacted at [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us).

## Colorado Charter Schools Program Grant 2015- 2016

### Background

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Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the Federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design and initial implementation of new charter schools; and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

### Purpose of the Grant

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CDE has received a competitive grant under this Federal program for \$44,365,214 over 2010-2015 to carry out the following objectives within Colorado:

1. Increase the number of new high-quality charter schools that enable all students to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.
2. Build capacity among authorizers, board members, administrators, and teachers at new and existing charter schools to conduct quality authorizing, exert effective school leadership, and engage in high-impact teaching so that students will achieve state content standards, graduate from high school and enter college or a career with the requisite knowledge and skills to succeed.

In carrying out these objectives, the Colorado Charter Schools Program (CCSP) provides sub-grants to qualified charter school developers for the planning phase and/or early years of implementation of new charter schools through the CCSP grant and assists new and existing charter schools within Colorado to support and improve their performance through coordinating and facilitating quality Technical Assistance. CDE retains 5% of these federal grant funds for CCSP statewide activities.

### Eligible Applicants

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In order to be eligible to apply, applicants must meet the definition of a New Charter School or a One-time, Significant Expansion.

All CCSP Start-Up Grant applicants must demonstrate they meet the following federal definition of a new "charter school" in the ESEA (P.L. 107-110, Section 5210(1)) in order to be eligible for Colorado Charter Schools Program Grant funds:

- a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
- b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

- c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d) Provides a program of elementary or secondary education, or both;
- e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- f) Does not charge tuition;
- g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
- h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i) Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- j) Meets all applicable Federal, State, and local health and safety requirements;
- k) Operates in accordance with State law; and
- l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

In addition, CCSP Start-up Applicants must demonstrate eligibility as either a "New Charter School" or a "One-Time, Significant Expansion" of an existing charter school, as outlined here:

#### **New Charter School**

For the purposes of this CCSP Grant, CDE defines a "new" charter school as either a brand new Start-Up school that did not previously exist or a "Conversion" school that is a public school that has substantially changed its curriculum, staff &/or school design, either voluntarily or involuntarily, in order to increase student academic performance as part of a turnaround process.

Schools that have received a CCSP subgrant under another school name or before being reconstituted are not eligible, unless they meet the One-Time, Significant Expansion definition below.

A charter school applying during planning stage may be recommended for a grant award prior to having a signed contract with their Authorizer; however, no award will be issued until evidence of a signed, executed charter contract is submitted to the Schools of Choice Office at CDE and the school's CCSP application has been deemed "substantially approvable" (no later than April 1<sup>st</sup> following application). If a CCSP application is submitted and a subsequent appeal hearing before the State Board of Education fails, the application will not be considered by the review team.

#### **One-Time, Significant Expansion of an Existing Charter School**

U.S. Department of Education has authorized the Colorado Department of Education to issue on its behalf waivers to section 5202(d)(1) of the ESEA to allow highly successful charter schools in Colorado that have previously received a CCSP subgrant to be eligible for one additional subgrant for the purpose of substantial expansion, so long as the following criteria are met:

- The expanding school must demonstrate it fully completed the requirements of any previous CCSP subgrant.
- There will be an increase in the student count of the existing school by more than 50 percent or at least two grade levels over the course of the grant, and this expansion must go beyond the original grades and/or enrollment levels for which the school received its original CCSP subgrant.
- The subgrantee receiving a second CCSP grant will not use funds to carry out the same specific project or activities from a previous CCSP grant. (ie, You cannot use the grant to assist any of the existing grade levels)
- The expanding school must demonstrate and maintain outstanding academic performance and a strong operational history. (This has been identified as a school having a "Performance" rating on their state 3-year School Performance Framework, SPF, at the time of application)
- The subgrantee will have applied for a CCSP grant through the normal process, and have received a score high enough to secure an award offer. (ie, your application would still be subject to the normal submission deadlines and review criteria of a CCSP Grant)

This will allow CDE to consider the merits of school expansions to determine eligibility for the CCSP Grant without having to seek federal approval each time. This means that existing schools may qualify to receive a CCSP Grant for an expansion project, rather than having to launch as a separate school. One benefit to schools is they then do not need to have a separate lottery process to progress students on to added grade levels like they would if there were separate schools for each grade range.

Eligibility for application for the CCSP Grant as a One-Time, Significant Expansion will be assessed based on the above conditions and verified through submission of the "Intent to Submit" form & "Eligibility Form" documents.

### **Multiple Charters**

The January 2014 CSP Nonregulatory Guidance strictly prohibits CDE from funding a New Charter School that is a part of a school system that automatically transitions students from one charter into a related charter school. If applying for the CCSP grant as a New Charter School, the applicant school must demonstrate that it is "separate and distinct" from other school(s) operating under the same charter contract or under one governing board. Schools systems that want to automatically transition students from one charter into a related charter school can apply for the CCSP grant as a One-Time, Significant Expansion and still maintain an admissions pipeline to automatically transition students so long as the students flowing into the applicant school would only transition automatically from one other school.

### **Educational Service Providers**

Schools choosing to engage a for-profit or non-profit Educational Service Provider (ESP) or Education Management Organization (EMO) **must** demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP Grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, is identified to administer the grant. [34 CFR 75.700-75.702 and 76.701] Contracts between schools and ESPs will be subject to review as a part of the eligibility process.

### **Proof of Eligibility**

Prior to applying for a CCSP Start-Up Grant, Applicants must submit a CCSP Eligibility Form and its requested information by **August 26, 2015**. Additional information may subsequently be requested by CCSP Grant staff in order to determine eligibility. Only those Applicants determined to meet the eligibility requirements will be issued an award.

### **Lottery & Enrollment Requirements**

The Enrollment Policy of a charter school receiving CCSP Grant funds **must** include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted. 20 USC 7221i(1)(H). All eligible applicants for admission must be included in the lottery process (see exemptions below). Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. Further, enrollment policies must include an open enrollment period that is advertised within the school's community so that all interested students may have an equal opportunity to apply for admission. More detailed information on Lottery and Enrollment Requirements can be found in the January 2014 CSP Nonregulatory Guidance.

### **Exemptions from the Lottery**

While all eligible applicants for admission to the school generally must be included in the lottery, a school may exempt certain categories of applicants from their lottery within their Enrollment Policy.

- Students who are enrolled in a public school, or who are eligible to attend and are living in the attendance area at the time it is converted to a public charter school as part of a turnaround process.
- Siblings of students already enrolled in the charter school may be exempt from the lottery if such a provision is contained in the charter school's lottery policy.
- Up to twenty percent of the students can be given priority in the enrollment process if those students are children of founders, teachers, or staff. The charter school should clearly define what constitutes a "founder" and the eligible criteria for students of teachers and staff (full- or part-time, years of employment, etc.) in its Enrollment Policy.

A charter school may **never** charge families to apply, to be designated as a founder, or to be enrolled in the charter school.

### **Weighted Lotteries**

Colorado has secured approval from the federal Charter Schools Program (CSP) to allow for the use of weighted lotteries by CCSP grant applicants according to the parameters outlined below.

This policy seeks to enable high quality charter schools to enroll and serve more educationally disadvantaged students in an effort to ensure all students in the state are ensured the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.

Colorado Charter Schools applying for a CCSP subgrant may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (eg. two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with

two or more chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below, and must be pre-approved by the grant applicant's authorizer and the CDE Schools of Choice Office.

**Category A:** Weighted lotteries for schools within geographic school district with desegregation or federal/court orders issued to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

**Category B:** Provide additional weights within the lottery for students within one or more of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educationally disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (e.g., free or reduced priced lunch eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in the following ways:

- When aligned to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.
- When addressing specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of a multi-district school meet or exceed state averages of such students.

<b>Educationally Disadvantaged Student Subsets</b>	<b>Statewide population</b>	<b>Charter population</b>
Economically Disadvantaged PK-12 (FRL Eligible)	<b>41.59%</b>	35.10%
Students with Disabilities (with IEP) PK-12	<b>10.08%</b>	6.12%
English Language Learners PK-12	14.27%	15.90%
Migrant Students PK-12	<b>0.27%</b>	0.11%
Homeless Students PK-12	<b>1.81%</b>	0.79%

Figures are official October pupil count figures for 2013-14.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the CCSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

Weighted lottery proposals should be included within the Lottery and Enrollment policy submitted by the school with their Eligibility Form and their subsequent CCSP Grant Application where it will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP non-regulatory guidance, statute, and regulation.

Before any potential CCSP grant funds could be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy would require authorizer and CDE Schools of Choice approval.

#### What to include in your CCSP Grant Eligibility Form:

- A copy of any district or school desegregation or federal/court orders regarding for which the applicant is seeking to utilize a weighted lottery (if applicable).
- When seeking to utilize a weighted lottery, the Lottery and Enrollment Policy must include and address the following:
  - Categories and Sets/Subsets of students to receive weights in lottery
  - Amount of weights to be applied to each category/set/subset
  - Rationale and mathematical justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified).
  - Description of mechanism(s) and/or processes that will be utilized to carry out weighted lottery, including district oversight of process.
  - Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery.

#### Preschool and Kindergarten Enrollment

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable, as the CCSP Grant only funds K-12 education. However, a charter school may conduct a lottery for kindergarten slots in an earlier year (e.g. when students are ready to enroll in the preschool). See the [January 2014 CSP Nonregulatory Guidance](#) for more detailed parameters on how to set up this type of lottery system and still meet CCSP grant eligibility.

#### Enrollment Policy

The following elements must be addressed in the charter school's enrollment policy/report that will be submitted as an attachment to the grant application:

1. How the community was/will be notified of the charter school's opening
2. The date of the first, and thereafter annual, lottery
3. The charter school's definition of "founding family" and the percentage of students to be enrolled as children of founding families
4. The charter school's definition of "staff" and the percentage of students to be enrolled as children of staff members
5. The processes and procedures that will guide how the lottery will be conducted
6. Which students will be given priority notice or guaranteed admission
7. Proposed weights to be used for educationally disadvantaged groups

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students, and must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English Language Learners), religion, or sex, or against students with disabilities.

### **Available Funds**

Approximately \$3,918,242 has been designated as available for new CCSP Grant awards for the 2015-16 award cycle (subject to a 2014-15 federal funding allocation).

Grant applicants may request up to \$645,000 over a two- or three-year period. The estimated range of awards and allocation schedule is outlined below under Duration of Grants. Subsequent Implementation Grants are subject to a renewal process. Applications that reach a higher score will be awarded with "Distinction" and receive greater funding.

CCSP Grant applicants will be required to specify the number of anticipated students to be served, as identified on the cover/signature page, to ensure that the funding request does not exceed \$1,500 per full-time student (based on the expected number of students the grant would be helping to cover).

There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Proposals that do not reach a minimum score overall, or for key criteria, will not be funded.

### **Duration of Grants**

The Federal CSP program stipulates that not more than 36 consecutive fiscal months of funding be provided to any one sub-grant, with not more than 24 months in Implementation phase, thus the CCSP Grant has been set up to be awarded over two or three sequential fiscal years.

The CCSP Grant is competitive and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. New Schools already in operation or expansion projects already underway at the time of application are eligible for the same levels of funding, but will have their award spread over two years of implementation, rather than three. New schools or expansion projects applying during their planning year will have their award split evenly over a three-year period, with the first year designated for planning and the subsequent years for implementation. Base award amounts and allocations by year will be as follows:

#### **Two-Year Funding Level, New schools in operation or expansion underway at the time of application**

Type of Award	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded
Standard Award	\$296,500	\$293,000	\$589,500
Distinction Award	\$330,000	\$315,000	\$645,000

#### **Three-Year Funding Level, New schools or expansion projects applying during planning year**

Type of Award	Planning Year Allocation	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded
Standard Award	\$196,500	\$196,500	\$196,500	\$589,500
Distinction Award	\$215,000	\$215,000	\$215,000	\$645,000

CCSP Grant recipients that are in good standing will receive an "Offer to Renew" following their first year in the grant program with instructions for continuing their grant. This **Request to Renew Grant Funding** is not competitive, but is subject to available Federal funds and is evaluated by Schools of Choice Staff on the basis of the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward Grant Project Goals as outlined in the Start-Up application. Implementation Grant applications may be submitted by one of three deadlines during the Summer and Fall following their Start-Up Grant (year 1). Up to 25% of the anticipated annual award may be accessed before the Renewal Proposal is approved, subject to a completed Annual Financial Report for the previous year.

Continuation funding may be terminated if substantial progress is not being made to accomplish the Grant Project Goals articulated in the initial CCSP Grant application or if the charter school fails to make satisfactory student academic progress.

### Uses of Funds

The CCSP Grant is a reimbursement program, which means recipients will be reimbursed following proof of spend on allowable, approved activities.

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes National Staff Development standards.
- C. Initial implementation of the charter school including:
  - i. Informing the community about the school,
  - ii. Acquiring necessary equipment and educational materials and supplies,
  - iii. Acquiring, developing or aligning curriculum, and
  - iv. Other initial operational costs.

Further details on allowable use of funds can be found in the Budget Instructions section of this RFP, as well as in the CCSP Guidebook, which serves as a resource companion for the CCSP Grant and Program.

### Participation, Evaluation & Reporting

As the CCSP Grant is available to charter schools who are able to:

- Demonstrate eligibility

- Participate in regular required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews

Participation is thus an inherent expectation and required in return for funding. Subgrantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

### **Technical Assistance**

CDE places great value on providing high quality support and training to subgrantees based on research-proven best practices as a means of ensuring high quality school programs. Subgrantees will be required to attend a variety of technical assistance options over the grant period that are intentionally designed to improve each school's chance for success. **NOTE:** Representatives from proposed schools may attend technical assistance events that occur **BEFORE** the CCSP Grant application is due &/or approved, in anticipation of receiving a grant award. More information is available in the Technical Assistance section below, and in the CCSP Guidebook.

### **Evaluation**

As a condition of this federal grant, CDE is responsible for evaluating sub-grantees to ensure that they adhere to Federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools three times over three years.

**Planning Year** - a Desk Review is conducted at the end of the Planning Year to ensure that there is a signed contract and waivers on file, Technical Assistance plans are completed, grant award spending is timely, and an Annual Financial Report (AFR) has been submitted.

**Year 1 Implementation** - an Onsite Visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, a review of certifications, as well as submission of the AFR.

**Year 2 Implementation** - A Charter School Support Initiative (CSSI) visit is conducted over the course of a 3-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado's charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements. The CSSI visit is a requirement of the CCSP grant program and may be paid for with grant funds. More information about the CSSI visit can be found in the Technical Assistance section of the CCSP Guidebook.

Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high risk status until concerns are resolved.

### **Reporting**

The Schools of Choice Office (SOC) at CDE is required to track specific information as a part of its Federal CSP grant.

Sub-grantees will be required to:

- Join CDE's Charter School ListServ (see <http://www.cde.state.co.us/cdechart/joinlistserv.htm>). Multiple people from each school are encouraged to be on this list.
- List current board members, with officers identified, including a phone number and e-mail address for each board member listed.
- Notify SOC of any administrator, leadership, or board turnover at the school during the CCSP grant cycle. Should your School Grant Contact need to change, a request from the governing board will be required to make the change, and the new School Grant Contact will be required to complete a webinar training on grant maintenance.
- Provide information requested via survey and other data collection projects.
- **Financial Reporting: An Annual Financial Report (AFR)** is required to be filed within 90 days following each grant fiscal year. The AFR reports actual expenditures made from the grant. If an AFR is not filed, subgrantees risk losing their funds for the following year.
- **Final Grant Report.** A final grant report is due to the Schools of Choice Office at CDE within 90 days of the end of the final grant year. A template will be provided for the final report, which will contain:
  1. Executive Summary (not to exceed one page)
  2. A final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.
  3. A report on the Academic Achievement and Growth of the school, including a copy of the school's most recent School Performance Framework (SPF) report and Unified Improvement Plan (UIP).
  4. A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
  5. An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34).
- **Change of Status.** Should the charter school change to non-charter status within ten years of receiving a CCSP Grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

## **Grant Technical Assistance**

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### **CCSP Grant Writers Boot Camp**

CCSP Grant applicants are required to attend a CCSP Grant Writers Boot Camp, at which time an [Intent to Submit Form](#) and an [Eligibility Form](#) (attached to this RFP and also available at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>) should be completed, and submitted to Schools of Choice Office staff by the deadline following the Boot Camp. The CCSP Grant Writers Boot Camp is conducted 8-10 weeks before the application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training. (See [CCSP Grant Calendar](#) for dates).

### **Writing Consultants:**

Once it has been determined that the charter school is eligible to submit a grant application, a writing consultant may be assigned upon request. Writing consultants are available to review applications in their entirety two times (up to 4 hours each review) prior to submission (note deadlines on the [CCSP Grant Calendar](#)). Applicants missing the first deadline will only be eligible for one review. Writing consultants will provide comment in accordance with the grant rubric indicators and criteria and identification of missing items or holes in the application. The writing consultant will not write any part of the application nor make recommendations to change programming to make the application more attractive. Further, consultants are not a guarantee that the application will be approved.

An [Agreement of Understanding](#) to use a writing consultant must be completed and submitted prior to engagement of the consultant.

- The applicant is only allowed to submit their application for a review by the writing consultant two times. This means the application should be nearly complete when it is submitted the first time.
- The second draft should be sufficiently complete so as to require only minimal revisions.
- Submissions to Writing Consultants must include the *complete* grant application and not pieces or individual sections.

Applicants seeking proposal consultation should contact the Colorado League of Charter Schools.

### **Review Process**

The CCSP Grant application is competitive. A broad-based committee of individuals with knowledge of systemic school reform and the charter school concept will review CCSP Grant applications. Review will be based on the specific criteria listed in this RFP.

Each segment of the application is rated according to the [Evaluation Rubric](#) within this RFP. In an effort to promote high, well-written proposals, an incentive is built in to award the highest scoring applicants with a greater level of funding.

CDE program staff will review applications for completeness, adherence to certifications, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department's General Administrative Regulations (EDGAR) and the substantive requirements of the CCSP Grant.

### **Award Process and Start Date**

- The review date is listed above in the [CCSP Grant Calendar](#).
- Following the review date, Grant Award Letters will be sent via email to successful applicants and their fiscal agent (authorizer).
- The Grant Award Letter will stipulate any additional information that is required within 30 days before "Final Approval" will be granted, including necessary budget modification and/or denied line items.
- **Note:** Any schools not providing an approved, revised budget by that deadline may be subject to losing their grant award.
- Successful subgrantees will be **required** to participate in a CCSP Grant Post-Award Webinar (see the [CCSP Grant Calendar](#) for dates).

- Awards are contingent upon evidence of an executed and signed charter contract between the school and their authorizer, and may never be spent retroactively.
- Once additional information is satisfactorily provided to SOC, the applicant will receive an email stating the subgrantee has **"Final Approval."**
- A follow-up email from CDE Grants Fiscal Management will provide necessary grant fiscal documents (Fiscal Agreement and Request for Funds) and instructions on the reimbursement process for the grant.
- Funds should not be spent or encumbered until the grant has received Final Approval.

The budget period for the initial year of the CCSP Grant is upon Final Approval through June 30. The proposed Grant Project Goals should reflect that timeframe. Subsequent year(s) will have a budget period of July 1 through June 30.

### **Submission Process and Deadline**

CCSP Grant funds are distributed using one single process. New charter school applicants **MUST** have (a) just opened or (b) have submitted a charter application to an Authorizer and intend to open the following school year. One-time, Significant Expansion applicants **MUST** have (a) already received approval from their Authorizer for expansion or (b) have an amended application or renewal pending with their Authorizer. A school that has had their charter school application denied but is appealing to the State Board of Education may apply; however, any grant awarded would be subject to the success of the appeal and an executed contract with their authorizer in place no later than April 1, 2016. A charter school may submit only one application per fiscal year (July 1 to June 30).

Applications will be due by  
**11:00 AM on Wednesday, October 28, 2015**

Submit the original plus 5 copies via mail or hand delivery to:  
**Colorado Department of Education  
 Competitive Grants and Awards  
 1560 Broadway, Suite 1450  
 Denver, CO 80202**

**AND**

Submit an electronic version of all the required components of the proposal as one document (MS Word or PDF), along with the electronic budget workbook as a separate document to:  
**CompetitiveGrants@cde.state.co.us**

Faxes will not be accepted. Incomplete or late proposals will not be considered.

## **Required Elements**

Each applicant must convince the grant review team that the proposal will result in a quality educational program. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the grant project to the charter school's educational vision and enhanced levels of student academic achievement as measured by the Colorado state assessment system.

The CCSP grant application is structured to serve as a school's business plan; therefore, schools should ensure that all the required elements accurately reflect the unique attributes of their schools. Any application that has been plagiarized in whole or in part; or lacking in uniqueness/innovation may be denied. Replicating schools need to ensure that this application is unique and are encouraged to pay special attention to justifying the need in the community and the level of buy-in from the community.

Application elements **must** be submitted in the following sequence:

### **Part I: Cover Page, with signatures and certifications initialed.**

#### **Part II: Narrative**

- A. Executive Summary
- B. Grant Project Goals and Budget Narrative
- C. Research-based Program/Comprehensive Design Aligned with Standards
- D. Low Income and At-Risk Students
- E. Professional Development Plan and Goals
- F. Accountability and Accreditation
- G. Parent/Community Involvement and Board Governance
- H. Networking and External Support
- I. Business Capacity
- J. Facilities
- K. Continued Operation
- L. Technical Assistance

#### **Part III: Appendices**

- A. Charter school Enrollment Policy, including lottery protocol and application form(s)
- B. Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)
- C. Charter school annual budget or last audited financial statement (no more than 2 pages), and long-term budget showing 5 or more years.
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for school or classroom-based library resources)
- F. Professional Development Plan (required of ALL applicants)
- G. Performance Management Plan (required of ALL applicants)
- H. Waivers Sought  
List of State statutes and their titles from which the charter school has been waived (this may be different than what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. Technical Assistance Proposal form (required of ALL applicants)
- J. Disclosure Information

Please answer any of the following relevant sections:

1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or Collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
2. Explain any relationship with an external service provider (including those identified under J.1.). Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)
3. Because certain contractual arrangements have bearing on what can and cannot be funded with these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. What percentage of PPR are your facility costs estimated to be? Please include a copy of any facility-related agreements.

#### **Application Format**

- All pages must be standard letter size (8.5" x 11")
- Use 12 point Times New Roman, Arial or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section of Parts II identified in the Selection Criteria and Evaluation Rubric. State each Part and Section number and title in **bold**.
- Part II: Narrative cannot exceed 25 pages.
- Number all Pages
- Do not use a table of contents page or divider pages.
- The Cover Page and Certification and Assurance Form must include **original signatures**.
- Staple the original and each copy of the proposal in the top left corner. If too thick to staple, please use a binder clip.
- Do not attach curriculum, invoices or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) with your request for permission and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer. Do not include cover pages for the attachments. Do not send any material that must be returned.

## **Technical Assistance Information**

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A Narrative on the applicant school's Technical Assistance Proposal is required in Part II: K. Continued Operations of the application, and a Technical Assistance Proposal form must also be completed and included as Appendix I.

CDE places great value on providing high quality support and training based on research-proven best practices that are intentionally designed to improve each school's chance for success. This is why participation in Technical Assistance events is expected of grant recipients. Below is an outline of the Technical Assistance requirements for subgrantees for each grant year of the CCSP grant cycle. Additional information on Technical Assistance offerings can be found in the CCSP Guidebook.

Note: Pre-authorization is required for individually scheduled trainings using the CCSP Training Request Form, and credit will be issued once the authorized CCSP Training Request Form is resubmitted with reflections on professional development gains from the training.

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Technical Assistance Requirements	Events per year	Planning Year	Year 1 Implementation	Year 2 Implementation
<b>Sub-grantee Support</b>				
CCSP Start-Up Grant Boot Camp	1	Required		
CCSP Grant Budget Workshop	2 (Fall & Winter)	Encouraged		
Start-Up Grant Post-Award Webinar	1 (recording available thereafter)	Required		
Implementation Grant Writers' Webinar	1 (recording available thereafter)		Required	
Implementation Grant - Year 2 Site Visit	scheduled individually with SOC Team		Required	
Charter School Support Initiative (CSSI) Webinar	1 (recording available thereafter)			Encouraged
Charter School Support Initiative (CSSI) Visit	scheduled individually with CSSI Team			Required
<b>Governing Board Support</b>				
Charter School Board Training Modules	30 modules, complete collectively	Complete Modules 1-6, 8-11, 14, 17, 18, 23, & 25	Complete Modules 7, 12, 13, 15, 16, 19-22, 24, & 26-30	
Board Fundamentals	2 (Fall & Spring)	Attend 1 option from this selection	Attend 1 option from this selection	Attend 1 option from this selection
Specialized Governing Board Training	scheduled individually with an approved partner			
Topic-based Technical Assistance Webinars	3 to 6 (recording available thereafter)	Attend at least 2 sessions per year	Attend at least 3 sessions per year	Attend at least 3 sessions per year
Colorado Charter Schools Conference Break-out Sessions	scheduled individually			
Performance Management Training	scheduled individually	Complete CDE School Performance Tutorials <b>OR</b> Schedule Performance Management training with an approved partner	Complete CDE Unified Improvement Plan Tutorials <b>OR</b> Schedule an individualized UIP training with an approved partner	Complete a Board Self-Assessment
		Develop a Data Dashboard with Academic, Culture, Financial & Operational Measures		Schedule a Strategic Planning training with an approved partner
<b>Administrator Support</b>				
Administrator Mentoring	scheduled individually through AMC or other approved partners	8-10 hrs Required	32-40 hrs Required	20-25 hrs Required
Administrator Mentoring Cohort (AMC) Events	6	Attend 1 option from this selection	Attend 4 options from this selection	Attend 4 options from this selection
Specialized Instructional Leadership Training	scheduled individually with an approved partner			
Unified Improvement Planning Training and Facilitation	scheduled individually with an approved partner			
Regional Luncheons	3 to 4	Encouraged	Encouraged	Encouraged
<b>Business Office Support</b>				
Annual Finance Seminar	1 (in Fall)	Attend 2 options from this selection	Required	Required
Business Manager Network Meetings	4		Attend 3	Attend 3

## **Budget Instructions**

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The proposed budget and the budget narrative should support the Grant Project Goals identified in Element Two of the application. There should be evidence of a clear relationship between the identified Goals, the proposed activities, and how the funds will be spent. Applications should contain budget narratives for all **three** years of funding.

Please provide the proposed budget and budget narrative for the anticipated amount of funding on the CDE CCSP Grant Budget Form (follow the link to access the Excel document). Grant funds must be spent sequentially; first-year funds must be drawn down before accessing second year funds, etc. The budget period for the Start-up Grant is **upon final approval through June 30, 2015**. The budget period for subsequent years 2 & 3 (Implementation Grants) is from July 1 – June 30. The proposed sub-grantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined and a more detailed budget will likely be required of successful applicants. This Original Budget revision must comply with the application review comments and the proposed budget, and will serve as a basis for any future budget revisions. Any sub-grantee not submitting an Original Budget revision within 30 days of the date of the Grant Award Letter may be subject to losing their grant award.

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard letter-size paper, without any blank lines.

### **General Guidelines & Restrictions**

CDE CCSP Grant Budget Form instructions are found within the document itself, but be aware that each line item in the budget narrative should include the following in the respective columns: object category, quantity, budgeted amount, Grant Project Goal number it is aligned to and year, a justification (include a cost per and an explanation of quantity, such as # of items or kits, # of students, classrooms, or employees served, etc.), and date the activity will be completed.

- Any single line item more than \$1,000 should have a detailed justification. Break down line items exceeding \$1,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended.
- Budgets categorized chronologically by year, rather than project number, are more easily read and therefore, expedite approval.
- Do keep in mind that budget submissions can go through several reviews prior to approval; budget *time* adequately.
- Attendance at conferences must be justified against the Grant Project Goals and is limited to two individuals (unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes).
- Requests for specialty board training must include expected attendees, expected outcomes, topic(s), provider, and a plan for sustaining that training.

- Performance Management and Professional Development requests must include sufficient detail to include number of participants, number of days, cost per person per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed. For example, if \$8,000 is requested to send 6 individuals to a national conference, you may be asked to instead send 2 people each year over a three year period.

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy to “**supplement and not supplant**” (ESEA Sec.5205(b)(3)(C)) any federal, state, and local moneys being provided to the school. The following restrictions are a result of this policy:

- Allowable salaries/benefits are limited to the administrator and one key staff person for three months prior to school opening; required information includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).
- CCSP funds may not be used for school-year salary and benefits for staff members once the school has opened, but may be used for staff development. Time and effort documentation is required for all school or contract personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).
- Recurring costs are expected to gradually shift to the operating budget for years 2 & 3. Due to scale-up this might not always be possible, and so routine costs will only be allowed in years 2 & 3 for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for years 2 & 3 with their operating budget can include the gap expense in their CCSP budget, but this requires an explanation in the line item narrative and certification by the school that these costs cannot be covered by years 2 & 3 operating budgets.
- Site licenses for software are considered a recurring, operational cost and will not be allowed in year three of the award.
- Curriculum alignment expenditures are only allowed for initial training prior to the implementing of a new curriculum or existing curriculum for a new grade level.

The following items **CANNOT** be funded and should therefore not be requested:

- Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats, permanent fixture of equipment/furniture (rental or occupancy costs will be considered for a reasonable period of time before the school opens)
- Installation of playground and/or fitness equipment, unless demonstrated as necessary to the school’s vision/goals (subject to pre-approval)
- Professional dues or memberships
- ADA compliance work
- Costs for student expeditions (travel, etc.)
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees. (Small amounts for advertising are fine.)
- Student recruitment expenses beyond \$10,000 in Start-up (year 1) and \$5,000 in year 2 (none allowed in year 3)

- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting
- Financial audit fees
- Grant oversight expenses
- Costs of continuing education credits for professional development coursework completed at a College or University, as this would be considered compensation. (The cost to complete College or University coursework relevant to grant goals without credit may be considered).
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying,
- Expenses outside the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool
- Colorado League of Charter School's accountability self-studies and site visit expenses
- Colorado League of Charter School's or other retreats, unless based on needs assessment
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)
- Bus passes

### **Object Categories**

Examples of the types of expenses that may be included in each object category are listed below for categorization guidance only. Your budget narrative should give enough detail so that the appropriate object category can be confirmed.

### **Instructional Program**

Instruction includes activities dealing with direct interactions between staff and students. Teaching may be provided for students in a school classroom, in another location (such as a home or hospital), and in other learning situations, such as those involving co-curricular activities. Instructional activities may also include approved media, such as computer programs/software, television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides, and classroom assistants, clerks, or graders, and the use of teaching machines or computers which assist in the instructional process of interaction between teachers and students.

**(300) Purchased, Professional & Technical Services** - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Also property services to operate, repair, or maintain school property (not continuous).

**(500) Other Purchased Services** – Includes services performed outside of professional or technical development related to the start-up and implementation of the school. Examples of such services include telephone service in the start-up phase, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred.

**(600) Supplies/Materials** – Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses and inexpensive classroom furnishings below \$125 each would fall under this category.

### **Support Program**

Support service programs are activities that facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

**(100) Salaries** - Amounts paid related to personal services for both permanent and temporary employees. Amounts for planning, administration, etc. should be broken out.

**(200) Employee Benefits** - Amounts paid for personal services for both permanent and temporary employees. Amounts for instruction, planning, administration, etc. should be broken out.

**(300) Purchased, Professional & Technical Services** - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Also property services to operate, repair, or maintain school property (not continuous).

**(500) Other Purchased Services** - Includes services performed outside of professional or technical development related to the start-up and implementation of the school. Examples of such services include telephone service in the start-up phase, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred.

**(600) Supplies/Materials** - Office supplies, books, non-curriculum software licenses, inexpensive school and staff furnishings not exceeding \$125 each, and other general supplies. Computer peripherals purchased outside of a system package (such as mice, keyboards, and computer speakers) also fall under this category.

### **Equipment**

Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried.

**(735) Equipment** - Generally items over \$500 each that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases.

For example, do not budget \$25,000 for "computer network." Instead, break down the individual pieces such as \$5,000 for servers, \$10,000 for computers, and \$10,000 for routers and switches. This will help determine reasonableness and allocation of the purchase, along with providing better controls and accuracy related to equipment inventory tracking.

Furthermore, "Small and Attractive" items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and

inventoried, regardless of cost. Even though individual computers also rarely meet established thresholds for capitalization from an accounting standpoint, they are referred to as equipment in the grant program. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

### **References and Additional Guidance**

Additional information and guidance on budgeting, budget revision, and allowable expenses can be found in the CCSP Guidebook, as well as in the Federal January 2014 CSP Nonregulatory Guidance. Applicants should also be aware of relevant EDGAR provisions and OMB Circular A-122 (20 USC 7221(f)(3) and 2 CFR 230).

**\*\*Note:** Awards issued after December 26, 2014, will be subject to the new OMB Omni Circular, rather than OMB Circular A-122.

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## FINAL CHECKLIST – CCSP Grant

✓	<b>Revising, Editing, &amp; Formatting Application</b>
	Does your lottery comply with the federal Charter Schools Program, Title V, Part B Non-regulatory Guidance? Has it been reviewed for compliance by the SOC Office? Has it been approved by your board and authorizer?
	Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to SOC for a “red flag” check)?
	The budget period for the initial year of the Grant is upon final approval through June 30, 2014. The budget period for subsequent years is from July 1 – June 30. Does the proposed budget reflect this timeframe?
	Have you stated things concisely and without redundancy?
	Have people not involved in writing the grant proposal been used to edit the document and make sure that the document is clear and understandable?
	Have you checked for grammatical errors and spelling mistakes?
	Have you used bullets and headings to help the grant reviewer follow the main sections of your grant proposal?
	Have you used a 12-point, standard font in your document?
	Have you used 1 inch margins and printed copies of your proposal on one side only of 8.5” x 11” paper? (ie. not double-sided)
	Is the body of the application limited to 25 pages?

✓	<b>Printing, Signing and Assembling Application</b>
	Have you prepared six (one original and five copies) hard copies of the grant to be given to CDE?
	Have you prepared one combined electronic document (Word or PDF) to be emailed to the CDE Competitive Grants office?
	Is the cover page (with appropriate signatures and certifications) printed and on top of each printed copy?
	Have you attached as Appendix A your charter school’s enrollment policy and forms?
	Did you include sheets 2-4 of the CDE CCSP Grant Electronic Budget as Appendix B?
	Is your school’s multi-year budget (5 years or more) included as Appendix C?
	If requesting technology funds, is your Technology Plan included as Appendix D?
	If requesting funds for a school or classroom-based library, is your Library Plan included as Appendix E?
	Have you included your Professional Development Plan as Appendix F?
	Have you included your Performance Management Plan as Appendix G?
	Have you cited the waivers you will request or have requested in Appendix H?
	Have you completed and included your Technical Assistance Proposal as Appendix I?
	Have you provided the necessary Disclosure Information in Appendix J?
	Have you attained prior approval from the SOC Office for any additional Attachments/Appendices?
	Have you stapled or binder-clipped each copy of the proposal in the upper left-hand corner and did you refrain from using divider pages or binders?

**Colorado Charter Schools Program Grant  
2015-16 Application**

**PART IA: COVER PAGE** *(Complete and attach as the first page of proposal)*

**Name of Charter School:**

**Amount Requested for 2015-2016:**

**Number of students for 2015-2016:**

**Type of Eligible Applicant:**    New Charter School     One-Time, Significant Expansion

**Mailing Address** *(Street, City, State, Zip):*

**School Grant Contact Person, Title**  
*(May not be a member of a EMO or Collaborative):*

**Telephone:**

**Email:**

**Signature:**

**Authorizer (LEA) Information**

**LEA DUNS #\*:**

**CDE District Code:**

**CDE School Code:**

**NCES ID:**

**Authorizer:**

**Mailing Address** *(Street, City, State, Zip):*

**Authorizer Grant Contact Person, Title** *(Authorized Representative):*

**Telephone:**

**Email:**

**Signature:**

**Authorizer Superintendent/Executive Director:**

**Signature:**

**Authorizer Board President:**

**Signature:**

**Authorizer Fiscal Manager** *(Please note: Charter schools within a district must list the District Fiscal Contact. Institute Charter Schools must list the CSI Fiscal Contact.)*

**Fiscal Manager:**

**Telephone:**

**Fax:**

**Email:**

**Signature:**

Required Information:					
Year School Started / Will Start:			Year Charter Expires / Will Expire:		
Previous Colorado Charter Schools Program Grant Funding Level			School accreditation level from School Performance Framework (if already operating a school(s))		
Year _____	Amount _____	N/A: <input type="checkbox"/>	Performance <input type="checkbox"/>	Improvement <input type="checkbox"/>	
Year _____	Amount _____		Priority Improvement <input type="checkbox"/>	Turnaround <input type="checkbox"/>	
Year _____	Amount _____		N/A <input type="checkbox"/>		
Percentage of Students Qualifying for Free or Reduced Lunch (indicate if Actual or Approximate):					
Percentage of Students with an Individualized Education Plan (indicate if Actual or Approximate):					
October 1 Count (actual) or Projected Enrollment					
2015-16	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2016-17	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2017-18	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2018-19	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2019-20	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
Federal Program Funds the Charter School Will Be Applying For					
<i>(Check with your school district to understand how these funds may be or are available to your charter school)</i>					
<input type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged <input type="checkbox"/> Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals <input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <input type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students <input type="checkbox"/> Title IV, Part A: Safe & Drug-free Schools and Communities <input type="checkbox"/> Title V, Part A: Innovative Education Programs <input type="checkbox"/> Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)					
Amount Requested <i>(for all three years, mark N/A if not applying in planning year).</i>					
Planning Year					
Year 1 Implementation					
Year 2 Implementation					

\*Per 2CFR Chapter I Part 25 and the Office of Management and Budget guidance on FFATA subaward and Executive Compensation Reporting issued on August 27, 2010, subawards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

**Please note:** If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.



Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), Privacy of Assessment Results, and School Prayer [P.L. 107-110].

- Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA, as amended), part B of the Individuals with Disabilities Education Act (IDEA), Division D, Title III of the Consolidated Appropriations Act 2010, and Parts 74-77, 79-82, 84-86, and 97-99 of the Education Department General Administrative Regulations (EDGAR).
- Recipients will be aware of and comply with all provisions of U.S. Department of Education's Charter Schools Program Nonregulatory Guidance (January 2014), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, use of grant funds, and administrative and fiscal responsibilities.
- The Applicant has provided the school's Authorizer with "adequate and timely notice" of this grant application.
- Recipients and their Authorizer shall ensure that a student's records, and, if applicable, a student's individualized education program (IEP) as defined in section 602(11) of the Individuals with Disabilities Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (P.L. 107-110, section 5208).
- Authorizer recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.
- Recipients and their Authorizer will be aware of and comply with ESEA, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."
- Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30 of each grant year, unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than June 1 of the respective grant year.
- Recipients shall maintain accounting records and procedures that ensure proper disbursement of, and accounting for, Federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits.
- Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in

the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools. (P.L. 107-110, section 9526).

- Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the Authorizer agrees to notify the Schools of Choice Office at CDE of the reason for closure and agrees to notify the Schools of Choice Office regarding the disposition of assets purchased under this grant.
- Recipients will ensure that they will budget for and comply with the required CSSI visit.
- Recipients will submit a revised budget narrative and budget workbook to the Schools of Choice Office staff within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice Office staff before any grant funds will be released.
- Recipients will use an independent auditor for annual financial audits that is different than their Authorizer's auditor.
- Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to CDE, and that CDE may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
- Recipients understand that the CDE will own all rights, title, and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.
- Recipients are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
- Recipients certify that they have an approved charter application (if applying in Tier I) or a signed charter contract (if applying in Tier II).
- Recipients certify that a high degree of autonomy is built into its charter contract, and that they have sought all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.
- Recipients certify that their charter contract allows the opportunity for the school to purchase services via a third party.
- Recipients will ensure the governing body completes Board Training Module certification prior to the end of the first year of funding, or risk delayed or suspended grant funds.
- Recipients shall ensure that all teachers are highly qualified pursuant to the requirements of the Federal ESEA.
- Recipients shall ensure that students enrolled in the charter school will be taught the United States Constitution on September 17<sup>th</sup>, Constitution Day.
- Recipients using an Educational Service Provider (ESP) certify that the ESP will not influence or exercise control over expenditure of federal funds, and that the ESP agreement with the charter school governing board will be provided to the CDE Schools of Choice Office before grant funds are released.

Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

_____ Name of School District Superintendent or Charter School Institute Executive Director	_____ Signature of School District Superintendent or Charter School Institute Executive Director
_____ Name of School District Board of Education President or Charter School Institute Board President	_____ Signature of School District Board of Education President or Charter School Institute Board President
_____ Name of School District or CSI Authorized Representative	_____ Signature of School District or CSI Authorized Representative
_____ Name of Charter School Contact Person/Administrator	_____ Signature of Charter School Contact Person/Administrator

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the Statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements: will be obligated after the grant has been awarded and the

revised budget (if applicable) is approved and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.

\_\_\_\_\_  
Name (Printed)  
Charter School Board President

\_\_\_\_\_  
Signature  
Charter School Board President

\_\_\_\_\_  
Name (Printed)  
Charter School Authorized Representative

\_\_\_\_\_  
Signature  
Charter School Authorized Representative

DRAFT

# CCSP Grant Selection Criteria & Evaluation Rubric

## Part I: Cover Page

**No Points**

- ✓ Cover Page, signed
- ✓ Certification and Assurance Form, signed

## Part II: Narrative

**135 Points**

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least 73-85 points out of the possible 112-135 points, and all required parts must be addressed. Applications that score 99-115 points or above will be approved with "Distinction" and receive greater funding. Applications that score below 73-85 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required part within the narrative will not be funded, even if the overall score of the application is above 85 (though this will not apply to the 'Additional Priority Points' parts of each section).

If more schools meet the criteria to be funded than there are funds available, CDE's Schools of Choice Office will rank those applications that qualify and make final decisions about which schools are funded.

### A. Executive Summary

Briefly introduce the reader to your school. Give the reader a vision of your school. What does this school want to accomplish, and why is that important to the community you intend to serve? How will your school uniquely prepare students for college and career success? Identify the Grant Project Goals and begin to explain how those projects will support your planning and implementation of the school. Also describe who is planning this school.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria

<p>1) Proposal clearly explains why this school should open at this time and in this community including:</p> <ul style="list-style-type: none"> <li>Identifying the needs of the community you plan to serve in terms of the range of educational options currently available, and level of performance in the geographic area in which you plan to open.</li> <li>Describing the planning team's mission and vision for the school including academic program and culture.</li> <li>Explain how this vision meets the needs of the community.</li> <li>Explain how this vision will prepare students to be successful in current and future postsecondary and workforce environments.</li> <li>Identify the Grant Project Goals (which you will discuss in depth in section 2) and explain briefly how they support the vision.</li> </ul>	0	2	4
<p>2) Description of key founders includes:</p> <ul style="list-style-type: none"> <li>Identification of the role(s) each founder is playing in the start of the school</li> <li>Brief description of the previous life and work experience that makes each member ready to play their role in starting this school.</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/6</b>
<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>The vision of the school presents compelling or innovative ideas about how the school will ensure postsecondary workforce readiness (PWR), for example through use of ICAP &amp;/or alignment with Graduation Guidelines.</li> </ul>			Please award between 0 and 2 points for this section
Reviewer Comments:			

<p><b>B. Grant Project Goals and Budget Narrative</b></p>			
<p>Identify 3-5 Grant Project Goals, and justify each goal in terms of its value in supporting the planning and implementation of your proposed school. <b>All grant spending, including future revisions to your budget, must fit clearly within one of your stated Project Goals.</b> Please include in the narrative a table that includes the proposed budget items and corresponding grant year for each Grant Project Goal. See criteria below re: kinds of goals required and allowed in the grant program and what detail is required.</p>			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria

<p>1) Each Grant Project Goal is a quality goal and the set of goals fulfill minimum content requirements, including:</p> <ul style="list-style-type: none"> <li>• <u>At least one Grant Project Goal addresses TCAP-CMAS performance for all subjects (English Language Arts, Math, Science, Social Studies, and English Language Proficiency) performance, including both proficiency and growth as well as growth for English Language Arts and Math.</u></li> <li>• <u>At least one Grant Project Goal addresses Postsecondary and Workforce Readiness (PWR)</u></li> <li>• Each goal has clear measures and metrics.</li> </ul>	0	3	6
<p>2) There is clear alignment among Grant Project Goals, specific expenditures, and the vision and goals of the school.</p> <ul style="list-style-type: none"> <li>• Each Grant Project Goal aligns with the vision for the school (academic program and description of culture)</li> <li>• Each Grant Project Goal supports the school in reaching their school performance goals (those identified in charter and to be placed in UIP).</li> <li>• Each line in the Budget Narrative fits within an identified Grant Project Goal. If seeking related funds, Technology Plan (Appendix D) and Library Plan (Appendix E) are included.</li> <li>• Completed electronic and printed copies of the CDE CCSP Grant Budget template (Appendix B), and the Grant Project Goals and expenditures in that budget align with the Budget Narrative.</li> </ul>	0	3	6
<p>3) The budget narrative is realistic and compliant with the Federal <u>Regulations (EDGAR, OMB) and Non-Regulatory Guidance for this grant program.</u></p> <ul style="list-style-type: none"> <li>• Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.</li> <li>• Costs provided for budgeted line items are realistic, <u>reasonable, and appropriate.</u></li> <li>• Budget does not include construction, extended salaries (more than 2 people for more than 3 months FTE), or more than \$10K in recruiting the first-year during planning stage, \$5,000 in year-2 Year 1 Implementation and none in year 3 Year 2 implementation.</li> <li>• <u>Budget supplements, not supplants, state and local funding. Budget does not include recurring costs beyond the second-year once Per Pupil Revenue is available.</u></li> <li>• <u>Budget does not include items that will be utilized by grade levels or student groups not intended to be covered by the grant, Eg. Pre-K (unless a waiver is secured) or existing students outside the scope of an expansion project.</u></li> </ul>	0	3	6

<p>4) The budget narrative addresses the following:</p> <ul style="list-style-type: none"> <li>• Budget explains if the applicant charter school is seeking additional grant funding for <u>planning, implementation, or operational costs</u> through any other sources outside the CCSP Grant.</li> <li>• Budget describes how the applicant charter school will ensure management and finances will remain separate from other grants.</li> </ul>	0	<u>1</u>	<u>3</u>
<b>TOTAL POINTS</b>			<b>/18-21</b>
Reviewer Comments:			

<b>C. <u>Research-based Program/Comprehensive Design Aligned with Standards</u></b>			
Fully <i>describe and justify</i> the design of the academic program in terms of the research base, alignment to the Colorado State Standards, capacity to prepare students for postsecondary and 21 <sup>st</sup> century workforce <i>success readiness</i> and why this program is a good fit for the community you plan to serve by addressing the following criteria:			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Justify the core academic curriculum. For each core content area, (reading, writing, math, science and social studies):</p> <ul style="list-style-type: none"> <li>• Identify the key curriculum materials or approach to curriculum development.</li> <li>• Justify the choice through the use of published research or data-based anecdotal information about previous implementation.</li> <li>• Justify the choice by explaining how you know that the plan for each content area meets or exceeds the Colorado State Academic Standards.</li> <li>• Justify the choice by explaining how you know it will prepare students for postsecondary <u>study</u> and 21<sup>st</sup> century careers.</li> <li>• Justify the choice by explaining how it is a match for your anticipated demographic.</li> </ul>	0	4	8
<p>2) Explain key aspects of the instructional approach.</p> <ul style="list-style-type: none"> <li>• Identify key instructional methods or approaches in your design, such as innovative practices and use of instructional technology.</li> <li>• Explain how these practices compliment your curriculum decisions and design.</li> </ul>	0	2	6

<p>3) Explain how teachers will use a range of data and varied strategies to support individual learners.</p> <ul style="list-style-type: none"> <li>• Explain how you will use classroom and/or standardized assessments to determine the needs of individual students ongoing.</li> <li>• Identify the range of differentiation and intervention structures, tools and approaches in your design, and explain how teachers will use these systems to respond to the needs of individual students.</li> </ul>	0	2	6
<p>4) Explain your enrichment or elective plan.</p> <ul style="list-style-type: none"> <li>• Identify supplemental curriculum, materials, programs or plans for electives, enrichment or things that you identify as core to your unique academic program</li> <li>• Explain how these enhance the overall program</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/24</b>
<p><b>Priority Points: Up to 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• Deep understanding of <u>how</u> postsecondary and workforce readiness drives the design of the academic program, for example by outlining alignment to <u>PWR Indicators, Graduation Guidelines, and/or use of ICAP.</u></li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>			Please award between 0 and 4 points for this section
Reviewer Comments:			

<p><b>F. <u>Low-Income and At-Risk</u> Educationally Disadvantaged Students</b></p> <p>Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan for engaging and supporting <u>educationally disadvantaged students, including low-income, special education, English language learners, homeless, migrant and other at-at-risk students</u>, and ensuring that they leave your school on track for postsecondary study and/or workforce success.</p>			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Explain your current projections of <u>educationally disadvantaged students</u>.</p> <ul style="list-style-type: none"> <li>• Describe what you are doing and will continue to do to reach out to <u>educationally disadvantaged students and families, including if you plan to utilize a weighted lottery.</u></li> <li>• Based on the demographics in the area in which you plan to open, and results of outreach efforts to date, provide a projection for <u>each category of educationally disadvantaged students.</u></li> </ul>	0	1	2

<p>2) Justify the design of your programs, interventions &amp;/or plans to support <u>educationally disadvantaged students, including Exceptional Students, Low-income students, English Language Learners, Homeless, and Neglected &amp; Delinquent students.</u></p> <ul style="list-style-type: none"> <li>• Describe the needs of your prospective <u>educationally disadvantaged</u> students.</li> <li>• Explain how the strategies you plan to put in place will meet their needs and prepare them for postsecondary and workforce success.</li> <li>• If applicable, describe plans for use of Title 1 funds.</li> <li>• Provide research or data about other successful implementations of these strategies.</li> </ul>	0	2	46
<b>TOTAL POINTS</b>			<b>/6-8</b>
<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 2 points for this section.		
<p><b>Priority Points: 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• <u>A Weighted Lottery policy, or other recruitment tools, are utilized to ensure that the school meets or exceeds a representative population of educationally disadvantaged students.</u></li> </ul>	Please award 4 points, if applicable		
Reviewer Comments:			

<p><b>G. Professional Development Plan and Goals</b></p>			
<p>Provide an executive summary of the charter school's Professional Development Plan (the full Professional Development Plan should be described in Appendix F).</p>			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria

<p>1) Provide an executive summary of the plan for professional development (PD) at your school.</p> <ul style="list-style-type: none"> <li>• Ensure that all members of the school team have been included, board, leadership, teachers, other staff.</li> <li>• Identify and explain the rationale for the goals of the PD plan in terms of the academic program plan.</li> <li>• Explain what activities will be used to achieve the goals of the PD plan.</li> <li>• Include plans to train staff on technology included in the technology plan.</li> <li>• <u>Sufficient funds are budgeted for the identified professional development activities in the grant budget &amp;/or operating budget.</u></li> </ul>	0	3	5
<b>TOTAL POINTS</b>			<b>/5</b>
<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision, academic program plan, and Grant Project Goals for this school.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 2 points for this section		
Reviewer Comments:			

<b>D. Accountability and Accreditation</b>			
As an independently governed public school, charters need to ensure plans, systems and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section persuade the reader that your school will have adequate oversight to ensure quality implementation, operation and accountability.			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Design a School Accountability Committee (SAC) plan that aligns with statute and clearly fits into the school's overall governance structure.</p> <ul style="list-style-type: none"> <li>• Describe the SAC pursuant to C.R.S. 22-11-401 &amp; 402, including its purpose, structure and function.</li> <li>• Explain how the SAC relates to the school leader, PTO, governing board and other leadership and input structures.</li> </ul>	0	1	2

<p>2) Explain the rationale for the performance goals and measures in your charter application or contract.</p> <ul style="list-style-type: none"> <li>Clearly state each performance goal related to <u>TCAP-CMAS</u> proficiency, growth, other standardized measures of proficiency or growth <u>(including local and interim assessments)</u>, and any other school performance measures identified in your charter application or contract. (include CO_ACT if planning for a high school).</li> <li>Identify other performance goals and measures of importance to the school, based on your design.</li> <li>Explain why these goals are appropriately rigorous given the performance in the area in which you plan to open.</li> <li>Goals and measures meet minimum state expectations, including those outlined on the <u>School Performance Framework (SPF), ICAP and Graduation Guidelines.</u></li> </ul>	0	12	25
<p>3) Create a broad and thorough plan for monitoring and reporting progress toward performance goals to the SAC, governing board and community.</p> <ul style="list-style-type: none"> <li>Identify what data or information each group will receive</li> <li>Describe how each group will use the data and information they receive to monitor school performance in the following areas: academic performance, discipline, safety, attendance, student/parent satisfaction, staff satisfaction, and financial accountability.</li> </ul>	0	12	34
<b>TOTAL POINTS</b>			<b>/711</b>
<p><b>Priority Points:</b> <u>Two Additional Points</u> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>	Please award between 0 and 1-2 points for this section		
Reviewer Comments:			

**E. Parent/Community Involvement and Board Governance**

Deep parent and community engagement are cornerstones of charter school statute. In this section convince the reader that your school/the new school or expansion project has significant support from prospective parents and community members and organizations. Also use this section to justify the make-up and preparation of the board.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
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<p>1) Demonstrate significant planning and effort to engage prospective families and community members.</p> <ul style="list-style-type: none"> <li>• Use waitlist information, volunteer hours, or other relevant information to describe the current level of parent engagement <u>in the new school or expansion project</u>.</li> <li>• Document interest and engagement of community members.</li> <li>• Describe the roles parents and community members may play in the life <u>and decision-making</u> of the school ongoing.</li> </ul>	0	1	2
<p>2) Justify the composition and selection process for the governing board.</p> <ul style="list-style-type: none"> <li>• Explain how the composition ensures input from stakeholders.</li> <li>• Explain how the composition and selection process ensures adequate expertise to perform board responsibilities <u>to meet State Board rule requirements of "demonstrating diverse and necessary capabilities."</u></li> </ul>	0	1	2
<p>3) Clearly articulate the autonomy of the governing board from the authorizer <u>and any Education Service Provider</u>.</p>	0	1	2
<p>4) Provide evidence of strong board preparation and practice</p> <ul style="list-style-type: none"> <li>• Detail the training the board has already received.</li> <li>• Detail the training the board still needs, as well as, when and how they will receive that training.</li> <li>• Describe evidence of current strong board practice.</li> <li>• Describe board's financial and transparency processes (sunshine law compliance).</li> </ul>	0	1	2
<b>TOTAL POINTS</b>			<b>/8</b>
<p><b>Priority Points: Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• There is an explanation about how the make-up of the board was designed to support the mission and vision of the school.</li> <li>• There is evidence of board development in the areas of the schools' mission, vision, academic program, and <u>understanding</u> postsecondary and workforce readiness.</li> <li>• Main ideas throughout this section are supported, explained and justified with strong evidence in the form of accurately cited research or well-developed logical argument.</li> </ul>			<p>Please award between 0 and 2 points for this section</p>
<p>Reviewer Comments:</p>			

### H. Networking and External Support

New charter schools need to have broad-based engagement that goes beyond prospective families and community members. New charters need to establish powerful relationships with individuals and organizations that have the expertise they will need to open and operate with quality. In this section identify the external support and assistance the school will rely upon in the development and/or implementation of the school's total program.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Establish a strong effective network of external support.</p> <ul style="list-style-type: none"> <li>• Identify specific areas in which the school is seeking support (examples include: application process and procedures; governance; program planning; transition from planning to implementation; staff relations; establishing a business office; facilities; curriculum and assessment; postsecondary and workforce readiness; federally funded programs (e.g. Special Education and Title I); data-driven decision-making; etc.</li> <li>• Identify external partners who may provide support in the areas identified above.</li> <li>• Describe how staff will be engaged with these external partners, to help build the network of support available to them.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/4</b>
<p><b>Priority Points: One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> </ul>			<p>Please award between 0 and 1 point for this section</p>
Reviewer Comments:			

### I. Business Capacity

As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial viability. In this section explain your school's plan to be compliant, strategic and responsible with finances and business services.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria

<p>1) Ensure that finance policies and procedures are in place.</p> <ul style="list-style-type: none"> <li>Identify the office practices and policies already in place.</li> <li>Identify those policies and practices that still need to be developed.</li> <li>Describe the plan for completing annual independent audits <u>audit requirements</u>.</li> <li>Explain how the data system identified, or in place, meets your school's needs.</li> <li>Explain how the school will secure experienced and qualified personnel to conduct business and financial services.</li> </ul>	0	1	3
<p>2) Ensure financial viability.</p> <ul style="list-style-type: none"> <li>Describe the role the board plays in financial oversight.</li> <li>Provide a thorough description of organization, management and financial plan that demonstrates both fiscal viability and autonomy.</li> </ul>	0	1	3
<p>3) Ensure ability to execute the CCSP grant.</p> <ul style="list-style-type: none"> <li>School has sufficient cash on hand, or a reasonable plan to acquire it, to front initial grant spending until reimbursed.</li> <li>Justify the capabilities and capacity of the board to execute its New School or Expansion Project successfully.</li> </ul>	0	2	5
<b>TOTAL POINTS</b>			<b>/611</b>
Reviewer Comments:			

#### J. Facilities

Whether renting, purchasing or using a district facility, charter schools need to plan to ensure their facility/ies will be safe and ready when they open -- and that they have a facility plan that is financially sustainable.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Justify the school's <u>choice of facility</u> facility plan.</p> <ul style="list-style-type: none"> <li>A viable facility is secured, or is in process of being secured.</li> <li>Justify the safety and appropriateness of the facility in terms of ages of students served, general quality of facility, and special needs of your academic program.</li> </ul>	0	1	24
<p>2) Justify the school's facility plan.</p> <ul style="list-style-type: none"> <li>Demonstrate that the school, at a reasonable student enrollment projection, can cover the initial cost of making the building ready for students.</li> <li>Budgeted facility cost represent a reasonable and appropriate projection for the facility.</li> <li>Demonstrate that the facility plan is financially viable, both initially and beyond the first two years of operation.</li> </ul>	0	1	2

<b>TOTAL POINTS</b>	<b>/2-6</b>
<p><b>Priority Points: One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>There is a strong connection between the mission, vision and the facility plan.</li> </ul>	Please award between 0 and 1 point for this section
Reviewer Comments:	

<b>K. Continued Operation</b>			
<p>One of the goals of the CCSP Grant is to enable new charter schools access to funding early in their development so that they are able to establish a strong foundation on which to build a quality learning environment. Emphasis is thus built into the grant to help a new school transition through planning and implementation so that they may be fully sustainable on their per-pupil operating funds by the final year of the grant. As such, applicants must explain how their school will sustain both financially and programmatically after grant funds end.</p>			
Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
<p>1) Demonstrate that the school has internal capacity to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> <li>Provide a sound plan to sustain efforts and institutionalize practice begun under the Grant Project Goals after the grant expires.</li> <li>Explain how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices.</li> </ul>	0	2	4
<p>2) Demonstrate that the school has the funding and enrollment to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> <li>Note which federal title funds the charter school will be receiving and how the plan for use of those funds (e.g. the Consolidated Grant Application) was developed in conjunction with the authorizer.</li> <li>Demonstrate demand with a waiting list or list of interested families sufficient to justify the budget.</li> </ul>	0	2	4
<b>TOTAL POINTS</b>			<b>/8</b>
Reviewer Comments:			

**L. Technical Assistance**

The CDE Schools of Choice Office requires and provides a significant amount of technical assistance to CCSP subgrantees. The purpose of this grant program and mission of the CDE Schools of Choice Office is to promote quality growth within the charter sector in Colorado. The technical assistance offered and required is designed to promote quality practices among the school team that is implementing the grant, the governing board, the school administrator, and business manager.

Required Criteria	Met Few or No Criteria	Met half or more criteria	Met all Criteria
1) Technical assistance is selected to ensure some investment in each of the following: the team managing the grant, the governing board, the school administrator and the business management of the school. <ul style="list-style-type: none"><li>• Rationale for selecting technical assistance is clear and sound.</li><li>• Technical assistance is selected to best address gaps in expertise among the founding team.</li></ul>	0	1	2
2) The Technical Assistance Proposal (Appendix I) is complete and included in the appendices (Part III).	0	n/a	1
<b>TOTAL POINTS</b>			<b>/3</b>
Reviewer Comments:			

### Part III: Appendices

No Points

Appendices are required (except where noted), but will not be scored. They are not included in the Narrative's 25-page limit. Plan templates and instructions for Appendices can be found in the CCSP Guidebook.

- A. Charter school Enrollment Policy, including lottery protocol and application form(s)
- B. Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)
- C. Charter school annual budget or last audited financial statement (no more than 2 pages), and long-term budget showing 5 or more years.
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for school or classroom-based library resources)
- F. Professional Development Plan (required of ALL applicants)
- G. Performance Management Plan (required of ALL applicants)
- H. Waivers Sought  
List of statutes and their titles from which the charter school has been waived (this may be different than what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. Technical Assistance Proposal Form (required of ALL applicants)
- J. Disclosure Information  
Please answer any of the following relevant sections:
  - 1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or Collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
  - 2. Explain any relationship with an external service provider (including those identified under J.1.). Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)

3. Because certain contractual arrangements have bearing on what can and cannot be funded with these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. What percentage of PPR are your facility costs estimated to be? Please include a copy of any facility-related agreements.

DRAFT

**Colorado Charter Schools Program Grant  
2015-16 Evaluation Rubric**

**Applicant:** \_\_\_\_\_

**Part I: Cover Page Certification and Assurance Form** No Points

**Part II: Narrative**

Section A: Executive Summary	/6
Section B: Grant Project Goals and Budget Narrative	/21
Section C: Research-based Program/Comprehensive Design Aligned with Standards	/24
Section D: Educationally Disadvantaged Students	/8
Section E: Professional Development Plan and Goals	/5
Section F: Accountability and Accreditation	/11
Section G: Parent/Community Involvement and Board Governance	/8
Section H: Networking and External Support	/4
Section I: Business Capacity	/11
Section J: Facilities	/6
Section K: Continued Operation	/8
Section L: Technical Assistance	/3

<b>Subtotal</b>	<b><u>/115</u></b>
Priority Points	/20
<b>Total</b>	<b><u>/135</u></b>

**Part III: Appendices**

No Points

Appendix A: Charter school Enrollment Policy & Form(s)	_____
Appendix B: Completed CDE CCSP Grant Budget Form	_____
Appendix C: Charter school annual & long-term budget	_____
Appendix D: Technology Plan (if requesting funds for technology)	_____
Appendix E: Library Development Plan (if requesting funds for library resources)	_____
Appendix F: Professional Development Plan	_____
Appendix G: Performance Management Plan	_____
Appendix H: Waivers Sought	_____
Appendix I: Technical Assistance Proposal form	_____
Appendix J: Disclosure Information (if applicable)	_____

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

Strengths:

- 

Weaknesses:

- 

Required Changes:

- 

Recommendation:

Funded _____
--------------

Funded w/Changes _____
------------------------

Not Funded _____
------------------

DRAFT

**Colorado Charter Schools Program Grant  
INTENT TO SUBMIT FORM**

**Instructions:** Completing this Intent to Submit Form does not obligate the charter school in any way, but will provide useful information to the Colorado Department of Education in preparing for the grant review process. Returning the Intent to Submit Form will place you on an email distribution list for any grant-related updates.

**Name of Charter School:**

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**School Mailing Address:**

---

**Grant Contact Person:**

---

**Telephone:**

---

**Email:**

---

**Name of Authorizer (School District or CSI):**

---

**Authorizer Charter Management Contact:**

---

**Telephone:**

---

**Email:**

---

**Are you an organization, such as a CMO, EMO, Collaborative or ESP applying for a CCSP Grant on behalf of a school? If so, please specify:**

**Please identify your school model (check all that apply):**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Arts/Performing Arts  | <input type="checkbox"/> Dual Language               | <input type="checkbox"/> Montessori    |
| <input type="checkbox"/> Alternative Education | <input type="checkbox"/> Early College               | <input type="checkbox"/> Place-based   |
| <input type="checkbox"/> Campus                | <input type="checkbox"/> Expeditionary Learning      | <input type="checkbox"/> Project-based |
| <input type="checkbox"/> Blended Learning      | <input type="checkbox"/> Gifted & Talented           | <input type="checkbox"/> Single Gender |
| <input type="checkbox"/> Classical             | <input type="checkbox"/> Inclusion                   | <input type="checkbox"/> STEM/STEAM    |
| <input type="checkbox"/> College Prep          | <input type="checkbox"/> International Baccalaureate | <input type="checkbox"/> Trade School  |
| <input type="checkbox"/> Competency-based      | <input type="checkbox"/> Language Immersion          | <input type="checkbox"/> Waldorf       |
| <input type="checkbox"/> Core Knowledge        | <input type="checkbox"/> Online                      |  |

Intent to Submit will be due by  
**11:00 AM on Wednesday, August 26, 2015**  
 to:  
[SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) & [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

**Colorado Charter Schools Program Grant  
 ELIGIBILITY FORM**

Eligibility Form will be due by  
**11:00 AM on Wednesday, August 26, 2015**  
 to:  
[SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) & [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

**Required Information:**

Name of Charter School

**Required Information:**

Name, Title of Grant Contact Person

Phone

Email

**Charter Authorizer:**

Charter School Institute     Local school district: (list name)

**Required Information:**

**Type of Eligible Applicant:**    New Charter School     One-Time, Significant Expansion

**Origin of Charter School (check all that apply)**

- Grassroots Start-Up (no affiliation)
- Public school conversion
  - mandatory
    - as part of a turnaround plan
    - by order of State Review Panel /State Board of Education
  - voluntary
- Private school conversion
- Replication, Network/Collaborative/CMO/EMO affiliation: \_\_\_\_\_
- Expansion
- Other (specify) \_\_\_\_\_

\* Schools with an Educational Service Provider (ESP), Charter Management Organization (CMO), Education Management Organization (EMO), or Charter Collaborative that will manage all or part of your educational program, please attach a copy of your proposed performance agreement.

**Charter Status**

- Approved Charter Application. Grade levels approved:
- Charter Application submitted, but not approved. Date submitted:
- Will submit Charter Application on the following date:
- Renewal Application submitted for replication or expansion, but not approved. Date submitted:

We have a fully executed, signed charter contract

Yes

No  Projected date of contract \_\_\_\_\_

We understand that we will not be awarded grant funds until a contract between the school and Authorizer has been executed and signed. Evidence of a signed contract must be provided prior to funding.

Year School Started / Will Start:

Year Charter Expires / Will Expire:

Accreditation level of applicant school, from School Performance Framework *(for replication & expanding schools only)*

Performance  Improvement  Priority Improvement  Turnaround  N/A

Previous Colorado Charter Schools Program Grant(s) *(for replication or expansion schools only)*

<u>Campus</u>	<u>Award Years</u>	<u>Total Amount</u>	<u>Current SPF Rating</u>

### October 1 Count (Actual) or Projected Enrollment

Year	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2014-15					
2015-16					
2016-17					
2017-18					
2018-19					

### Autonomy:

Briefly describe how this charter school will operate autonomously from the Authorizer. Specifically address the following:

1. financial decision-making and business operations
2. services purchased from the district or a third party
3. charter school governing board members are not associated with the school district
4. legal independence.

### Steering Committee and/or Governing Board Members:

List steering committee or board members for this charter school. For each person include the following:

1. Name
2. Email
3. Role on the board (e.g. community member, parent)
4. Board title (e.g. president, secretary)
5. Describe the expertise each brings to the board.

### Lottery and Enrollment Policy:

Please attach the proposed Lottery and Enrollment policy for the school. The following elements must be addressed within this policy:

1. How the community was/will be notified of the charter school's opening
2. The date of the first, and thereafter annual, lottery
3. The charter school's definition of "founding family" and the percentage of students to be enrolled as children of founding families
4. The charter school's definition of "staff" and the percentage of students to be enrolled as children of staff members
5. The processes and procedures that will guide how the lottery will be conducted
6. Which students will be given priority notice or guaranteed admission

Proposed weights to be used for educationally disadvantaged groups

**Conversion Schools: (complete only if applicable)**

Explain how this charter school will be significantly different than the previous school. Provide information on personnel, curriculum, school day, school year calendar, business operations, philosophical changes and any other changes that make this a "new" charter school.

**Replication Schools: (complete only if applicable)**

Provide an explanation of how the new campus school meets the definition of a new charter school under the ESEA definition and is "separate and distinct" as described in the Eligible Applicants section of the RFP. Minimally, each of the listed criteria should be addressed, but additional information may also be helpful to explain the new school's status.

In addition, the State has determined that only charter schools demonstrating the following criteria for replication may apply for grant funding:

Approval from the charter Authorizer as evidenced by an executed charter contract specifically granting a separate campus. (A grant application may be submitted, with Schools of Choice Office approval, if there is an application pending with an authorizer.)

**Expansion Schools: (complete only if applicable)**

Grade levels of original charter contract:

Current Grade levels:

Grade level or student capacity additions to be supported by this grant:

Enrollment numbers for original charter:

Date of original charter contract:

Schools of Choice Office  
Colorado Department of Education  
201 East Colfax Avenue, Room 210  
Denver, CO 80203-1799

**Colorado Charter Schools Program Grant**  
**AGREEMENT OF UNDERSTANDING for Writing Consultant**

Complete and Email to [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us)

This document establishes an agreement between the Colorado Department of Education's Colorado Charter Schools Program and the applicant Charter School listed below concerning provision of a Grant Writing Consultant for the CCSP Start-Up Grant application.

As a representative of \_\_\_\_\_ Charter School, applying for Colorado Charter Schools Program Start-Up Grant funds, I understand that by using a Writing Consultant contracting with the Colorado Department of Education, my Charter School's grant application is not guaranteed funding, funding at the level requested, or a fundable score in any category. Additionally, I understand that the school's grant application is limited to two review submissions, in its entirety, by the Writing Consultant, not to exceed eight hours of total consultation. It is my responsibility, as a representative from my charter school, to discern whether or not recommendations or advice from the Writing Consultant will be taken into consideration.

I sign this as an authorized representative of the aforementioned charter school.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

Schools of Choice Office  
Colorado Department of Education  
201 East Colfax Avenue, Room 210  
Denver, CO 80203-1799

## Appendix D: Technology Plan

**Instructions:** Applicants are required to complete the Technology Plan if their application proposes CCSP Grant funds be used for technology purchases. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. This plan should be limited to 3-5 pages. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School Technology Contact (Name, Phone & Email)	
Authorizer Name	
Authorizer Technology Contact (Name, Phone & Email)	
Effective Dates of Plan	

### School Introduction/Demographics

[Briefly describe the charter school community in terms of size, population and concerns, and outline the Authorizer's and school's core technology plan priorities.]

### Vision

[Provide a one-sentence statement to be used to guide all future technology development, planning and purchases. For example, "Technology will be an integral part of the curriculum to enhance and individualize learning and assessment."]

### Goals

[List technology-related goals for each of the categories below to be achieved over the next three years.

- Include the types of technology resources you will have and how they will be used.
- Include method(s) to fund technology purchases and training.
- Include goals about staff development and curriculum integration.
- Include partnerships and goals for community access to the technology.
- Be general, so as not to limit the technological options that may come available to you.]

**Technology.**

**Curriculum.**

**Collaboration.**

**Staff Development.**

**Resources.**

**Funding.**

### Technology Policies

[Describe existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If no such policy exists, the method and date by which a written policy will be enacted. Include sections on student and staff policies for accessing equipment and resources, staff

expectations of use and limits for technology, and a school/library policy for students, staff, and community members access to resources, including after-hours or extra-curricular activities involving technology resources.]

## **Action Plan**

---

### **Collaboration**

[List any technology partners you have (BOCES, Adult Basic Education programs, other schools and libraries, Colorado Virtual Library, private business, etc.) and resources (people, time and/or money) they may share with you. List any partners in education you wish to develop and what resources they might have to offer.]

### **Technology Acquisition**

[List the planned purchases, budgeted amounts, source of funding, and the planned date of acquisition. For network design, refer to any network architecture you have or consultants you will use to design your infrastructure. Keep the technicalities to a minimum, including only essential specs to allow flexibility in purchasing. ]

### **Technology Integration into the Curriculum**

[For each Technology Acquisition item, list how the purchase will be used and integrated into the curriculum.]

### **Staff Development**

[List and explain any training projects you have planned, including internal and external events, seminars, and conferences. Include dates, costs, staff involved, and source/provider.]

### **Resources**

[Describe the technology resources at your disposal. Include current or expected internet access and monthly costs, CD-ROM resources you own, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).]

### **Funding Sources**

[List sources of funding, including any grants you will seek, E-rate funding levels, and percentages of your general fund or capital reserve budgets allocated for technology.]

## **Evaluations**

---

This technology plan will be evaluated and updated at least annually each [list month] by a Technology Committee consisting of [list members such as principals, teachers, technology director, students, parents]. The Technology Committee will meet [monthly? Bi-monthly? Quarterly?] as follows: [provide dates or approximate dates].

## Appendix E: School Library Plan

**Instructions:** Applicants are required to complete this plan if their application proposes that CCSP Grants be used to develop new and enhance existing school library & media programs. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School Library/Media Contact (Name, Phone & Email)	
Effective Dates of Plan	

### School Introduction/Demographics

[Briefly describe the charter school community in terms of size, population and concerns, outline the Authorizer's and school's core library plan priorities and how they will be addressed with CCSP Grant assistance.]

### Vision

[Provide a one-sentence statement to be used to guide the development of the library program, planning and purchases.]

### Current Library Media Program

[Provide a description of your existing library program. If no library facility currently exists, a statement reflecting that fact is adequate. Include in your description: estimate of current number and types of materials, description of facility and staffing currently in place, existing integration of library with the curriculum, policies governing the library & media program (internet access by students & staff, filters, content monitoring), technology & information literacy plans, facility size, appearance and location in the school, etc.]

### Goals/Objectives

[List goals and objectives that the school hopes to achieve through the library program in the next three years. Include the types of library media resources you will have and how they will be used both in and out of the curriculum, and explain how the school's staff, parents, the community, and students were (or will be) utilized to develop these goals.]

### Activities and Measures

[Indicate the activities identified to carry out the above goals and objectives and the measures that will be used to assess success of and toward these proposed actions. Include dates, quantities, timeframes, etc.]

## Appendix F: Professional Development Plan

**Instructions:** ALL applicants are required to complete this plan as part of Part II: J Professional Development Plan and Goals of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

School Name	
School PD Contact (Name, Phone & Email)	
Effective Dates of Plan	

### Vision

[Provide a short statement to be used to guide the planning and purchases of the professional development program for the board, administrators, staff, and teachers. Be sure this statement relates to the overall vision of the school.]

### Goals /Objectives

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the professional development program over the next three years. Use the table below to individually list each goal and objective. Goals should focus on developing a broad foundation for all professionals to build on, relate to the overall vision of the school, and focus on building the capacity to improve student achievement through objectives that are rigorous, results-based, data-driven, and measurable/quantifiable.]

### Model

[Identify the model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best-practice? Is there a model that has been used in a population similar to yours? ]

### Action Plan

[Provide a brief overview of activities that are a part of the professional development program. Use the table below to list any training activities you have planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc, matching each action/activity to its relevant goal/objective. Include dates, costs, staff involved, and source/provider, and explain how each activity works toward the goals and objectives identified. Each activity should focus on providing professionals an opportunity to learn, practice, and reinforce new behaviors &/or knowledge.]

### Outcomes/Evaluation

[Indicate in general terms how the success of the above activities will be measured. Use the table below to list how each goal & activity will be evaluated. Measures should be both quantitative and qualitative, and should look at changes in behavior, attitude, and knowledge of staff/faculty, but also impact on student performance goals and objectives.]

Goal/Objective	Action/Activity	Outcome/Evaluation

**Resources**

[Describe the resources (staff, partners, providers, experts, etc.) that are available &/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (CCSP Grant, operating budget, other sources) will be used to carry out these activities?]

**Relation to CCSP Grant**

[How does your plan for professional development overlap with other plans in this grant application? Does the proposed budget clearly support the professional development plan?]

DRAFT

## Appendix G: Performance Management Plan

**Instructions:** ALL applicants are required to complete this plan, which is related to [Part II: B Grant Project Goals](#) & [Part II: D Accountability and Accreditation](#) of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School PD Contact (Name, Phone & Email)	
Effective Dates of Plan	

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on four key areas of school performance—student achievement growth, student achievement status, growth and achievement gaps, and post-secondary readiness.

### School Introduction/Demographics

[CCSP Grants may be used to implement a new performance management system, improve an existing performance management system and acquire analytical support. Begin this plan by providing an overview of the school's educational program. State the school's mission and describe its target student population, educational program, enrollment size and number of teachers. Describe how your performance management strategy will help you accomplish your mission and implement your educational design.]

### Vision

[Provide a one-sentence statement to be used to guide the planning and purchases of the performance management program. Be sure this statement relates to the overall vision of the school.]

### Goals /Objectives

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the performance management program over the next three years. Include the components of the system you will have, how they will be used both in and out of the curriculum to accomplish strong academic performance and contribute toward setting the culture for the school, and how staff were utilized to develop these objectives.]

### Current Performance Management System

[Provide a description of your existing performance management system. If none currently exists, a statement reflecting that fact is adequate. Include in your description the current methods of collecting student data and what data is collected, assessments used (including TCAP) and the testing cycle and format of each, method of data storage, analyses and reports conducted/prepared (including service providers), current results of recent analyses/reports, and list hardware supporting the current performance management system.]

## Activities, Measures and Targets

[Complete the following table to provide a list of the activities that will be used to assess the intended changes in the performance management plan resulting from the grant. Link each Activity/Measure to one of the Goals/Objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.]

Goal	Activity/measure	Target/Evaluation

## Performance Management Budget

[Provide a short statement of the overall budget costs for implementing the performance management system outlined above, and complete the following table to provide an outline of those costs. **Note:** CCSP Grant funding may be used to purchase and implement the following: student information systems, interim benchmark assessments/formative assessments, data management systems, technical support, and related hardware and equipment/software.]

Category	CCSP Grant amount to be used	Local Match Amount (indicate cash or in kind)	Total
Licensing			
Software set-up and license fees for year one and two only (Specify software)			
Implementation and Maintenance			
Software installation			
One-time loading of data (ongoing loads may not be funded)			
Software maintenance agreement during year one and two only			
other			
Hardware/network maintenance: agreement during year one and two only			
Training/Professional Development: Any professional development expenditures or activities must be linked to the professional development plan submitted with this grant application			
Analytical Support for one-time activity (specify purpose) Note: Cannot be used for ongoing support.			
Telecommunications/ Connectivity			
Hardware purchases/upgrades			
<b>TOTAL REQUEST</b>			

## Appendix I: Technical Assistance Proposal – CCSP Grant (2-year)

School Name:

Grant Contact Person (with phone & Email):

Session Title/Event	Requirement	Target Dates	Attendees	Cost
		<i>Please "X" the event you intend to attend or have completed. Where not provided, please indicate the scheduled or targeted date.</i>	<i>Please "X" the actual or proposed attendees for each event.</i>	<i>This column indicates the actual cost of the event, or the allowable cost to be funded by the grant</i>

### Year 1 Implementation Subgrantee Participation (record what has been completed, and what is proposed)

Sub-grantee Support				
CCSP Grant Writers Boot Camp	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	not payable with CCSP Grant funds
CCSP Grant Budget Workshop	Encouraged	<input type="checkbox"/> Fall <input type="checkbox"/> Winter	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
CCSP Grant Post-Award Webinar	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Implementation Grant Site Visit	Required	<input type="checkbox"/> Spring (to be scheduled by SOC Office)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	Complete all 30 Modules To be completed by Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s)	Free
Board Fundamentals	Attend 2 option from this selection	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	not payable with CCSP Grant funds
Specialized Governing Board Training		Date: _____	<input type="checkbox"/> Board member(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
Topic-based Technical Assistance Webinars	Attend at least 5 sessions	Date: _____ Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Colorado or National Charter Schools Conference Break-out Sessions		<input type="checkbox"/> February (Colorado) <input type="checkbox"/> June (National)	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Two attendees can be covered with CCSP Grant funds
Performance Management Training	Attend 1	<input type="checkbox"/> Complete CDE School Performance Tutorials Date: _____ <input type="checkbox"/> Performance Management training with an approved partner Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
	Required	<input type="checkbox"/> Develop a Data	<input type="checkbox"/> Board member(s)	Up to \$650 of grant

		Dashboard with Academic, Culture, Financial & Operational Measures Date: _____	___ Administrator(s)	funds for half day
	Attend 1	___ Complete CDE Unified Improvement Plan Tutorials Date: _____ ___ UIP training with an approved partner Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds for half day

### Administrator Support

Administrator Mentoring	32-40 hours Required	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing or up to \$100 per hour mentoring from grant funds
Administrator Mentoring Cohort (AMC) Events	Attend 5 events from this selection	___ September ___ November ___ January ___ February ___ May ___ June	___ Administrator(s)	not payable with CCSP Grant funds unless purchased in bundle with AMC Mentoring
Specialized Instructional Leadership Training		Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day or \$1,000 for full day
Unified Improvement Planning Training and Facilitation		Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day

### Business Office Support

Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds
Business Manager Network Meetings	Attend 4	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds

## Year 2 Implementation Subgrantee Participation (Proposed)

### Sub-grantee Support

Renewal Proposal Writers Webinar	Required	___ Summer ___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Charter School Support Initiative (CSSI) Webinar	Required	___ Fall (live webinar) ___ Webinar recording	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Charter School Support Initiative (CSSI) Visit	Required	___ Winter ___ Spring (to be scheduled by CSSI Team Lead)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	\$10,800 (<250 pupils) \$12,500 (250-500 pupils) \$14,200 (500-750 pupils) \$15,900 (750+ pupils) (payable with CCSP)

			___ Instructional staff	Grant funds)
<b>Governing Board Support</b>				
Board Fundamentals	Attend 1 option from this selection	___ Fall ___ Spring	___ Board member(s) ___ Administrator(s)	not payable with CCSP Grant funds
Specialized Governing Board Training		___ Date: _____	___ Board member(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
Topic-based Technical Assistance Webinars	Attend at least 3 sessions	___ Date: _____ ___ Date: _____	___ Board member(s) ___ Administrator(s)	Free
Colorado or National Charter Schools Conference Break-out Sessions		___ February (Colorado) ___ June (National)	___ Board member(s) ___ Administrator(s)	Two attendees can be covered with CCSP Grant funds
Performance Management Training	Required	___ Complete a Board Self-Assessment Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds for half day
	Required	___ Strategic Planning training with an approved partner Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds for half day
<b>Administrator Support</b>				
Administrator Mentoring	20-25 hours Required	___ through AMC Provider: _____	___ Administrator(s)	AMC pricing or up to \$100 per hour mentoring from grant funds
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	___ September ___ November ___ January ___ February ___ May ___ June	___ Administrator(s)	not payable with CCSP Grant funds unless purchased in bundle with AMC Mentoring
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day or \$1,000 for full day
Unified Improvement Planning Training and Facilitation		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day
<b>Business Office Support</b>				
Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds
Business Manager Network Meetings	Attend 3	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds

## Appendix I: Technical Assistance Proposal – CCSP Grant (3-year)

School Name:

Grant Contact Person (with phone & Email):

Session Title/Event	Requirement	Target Dates	Attendees	Cost
		Please "X" the event you intend to attend or have completed. Where not provided, please indicate the scheduled or targeted date.	Please "X" the actual or proposed attendees for each event.	This column indicates the actual cost of the event, or the allowable cost to be funded by the grant

### Planning Year Subgrantee Participation (record what has been completed, and what is proposed)

Sub-grantee Support				
CCSP Grant Writers Boot Camp	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	not payable with CCSP Grant funds
CCSP Grant Budget Workshop	Encouraged	<input type="checkbox"/> Fall <input type="checkbox"/> Winter	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
CCSP Grant Post-Award Webinar	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	Complete Modules 1-6, 8-11, 14, 17, 18, 23, & 25 To be completed by Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s)	Free
Board Fundamentals	Attend 1 option from this selection	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	not payable with CCSP Grant funds
Specialized Governing Board Training		Date: _____	<input type="checkbox"/> Board member(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
Topic-based Technical Assistance Webinars	Attend at least 2 sessions	Date: _____ Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Colorado or National Charter Schools Conference Break-out Sessions		<input type="checkbox"/> February (Colorado) <input type="checkbox"/> June (National)	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Two attendees can be covered with CCSP Grant funds
Performance Management Training	Attend 1	<input type="checkbox"/> Complete CDE School Performance Tutorials Date: _____ <input type="checkbox"/> Performance Management training with an approved partner Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
	Required	<input type="checkbox"/> Develop a Data Dashboard with Academic, Culture, Financial & Operational Measures Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds for half day
Administrator Support				

Administrator Mentoring	8-10 hours Required	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing or up to \$100 per hour mentoring from grant funds
Administrator Mentoring Cohort (AMC) Events	Attend 1 event from this selection	___ September ___ November ___ January ___ February ___ May ___ June	___ Administrator(s)	not payable with CCSP Grant funds unless purchased in bundle with AMC Mentoring
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day or \$1,000 for full day
<b>Business Office Support</b>				
Annual Finance Seminar	Attend 2 events from this selection	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds
Business Manager Network Meetings		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds

### Year 1 Implementation Subgrantee Participation (Proposed)

<b>Sub-grantee Support</b>				
Renewal Proposal Writers Webinar	Required	___ Summer ___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Implementation Grant Site Visit	Required	___ Spring (to be scheduled by SOC Office)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
<b>Governing Board Support</b>				
Charter Governing Board Training Modules	Required	Complete Modules 7, 12, 13, 15, 16, 19-22, 24, & 26-30. To be completed by Date: _____	___ Founder(s) ___ Board member(s)	Free
Board Fundamentals	Attend 1 option from this selection	___ Fall ___ Spring	___ Board member(s) ___ Administrator(s)	not payable with CCSP Grant funds
Specialized Governing Board Training		___ Date: _____	___ Board member(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
Topic-based Technical Assistance Webinars	Attend at least 3 sessions	___ Date: _____ ___ Date: _____	___ Board member(s) ___ Administrator(s)	Free
Colorado or National Charter Schools Conference Break-out Sessions		___ February (Colorado) ___ June (National)	___ Board member(s) ___ Administrator(s)	Two attendees can be covered with CCSP Grant funds
Colorado Charter Schools Conference Break-out Sessions		___ Date: _____ ___ Date: _____	___ Board member(s) ___ Administrator(s)	Two attendees can be covered with CCSP Grant funds
Performance Management	Attend 1	___ Complete CDE Unified	___ Board member(s)	Up to \$650 of grant

Training		Improvement Plan Tutorials Date: _____ ___ UIP training with an approved partner Date: _____	___ Administrator(s)	funds for half day
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### Administrator Support

Administrator Mentoring	32-40 hours Required	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing or up to \$100 per hour mentoring from grant funds
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	___ September ___ November ___ January ___ February ___ May ___ June	___ Administrator(s)	not payable with CCSP Grant funds unless purchased in bundle with AMC Mentoring
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day or \$1,000 for full day
Unified Improvement Planning Training and Facilitation		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 of grant funds for half day

### Business Office Support

Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds
Business Manager Network Meetings	Attend 3	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	not payable with CCSP Grant funds

## Year 2 Implementation Subgrantee Participation (Proposed)

### Sub-grantee Support

Charter School Support Initiative (CSSI) Webinar	Required	___ Fall (live webinar) ___ Webinar recording	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Charter School Support Initiative (CSSI) Visit	Required	___ Winter ___ Spring (to be scheduled by CSSI Team Lead)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	\$10,800 (<250 pupils) \$12,500 (250-500 pupils) \$14,200 (500-750 pupils) \$15,900 (750+ pupils) (payable with CCSP Grant funds)

### Governing Board Support

Board Fundamentals	Attend 1 option from this selection	___ Fall ___ Spring	___ Board member(s) ___ Administrator(s)	not payable with CCSP Grant funds
Specialized Governing Board Training		___ Date: _____	___ Board member(s)	Up to \$650 of grant funds for half day or \$1,000 for full day
Topic-based Technical Assistance Webinars	Attend at least 3	___ Date: _____ ___ Date: _____	___ Board member(s) ___ Administrator(s)	Free

Colorado or National Charter Schools Conference Break-out Sessions	sessions	<input type="checkbox"/> February (Colorado) <input type="checkbox"/> June (National)	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Two attendees can be covered with CCSP Grant funds
Performance Management Training	Required	<input type="checkbox"/> Complete a Board Self-Assessment Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds for half day
	Required	<input type="checkbox"/> Strategic Planning training with an approved partner Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds for half day
<b>Administrator Support</b>				
Administrator Mentoring	20-25 hours Required	<input type="checkbox"/> through AMC <input type="checkbox"/> Provider: _____	<input type="checkbox"/> Administrator(s)	AMC pricing or up to \$100 per hour mentoring from grant funds
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	<input type="checkbox"/> September <input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> May <input type="checkbox"/> June	<input type="checkbox"/> Administrator(s)	not payable with CCSP Grant funds unless purchased in bundle with AMC Mentoring
Specialized Instructional Leadership Training		Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager <input type="checkbox"/> Instructional staff	Up to \$650 of grant funds for half day or \$1,000 for full day
Unified Improvement Planning Training and Facilitation		Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager <input type="checkbox"/> Instructional staff	Up to \$650 of grant funds for half day
<b>Business Office Support</b>				
Annual Finance Seminar	Required	<input type="checkbox"/> Fall	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	not payable with CCSP Grant funds
Business Manager Network Meetings	Attend 3	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	not payable with CCSP Grant funds

# Annotated District Performance Framework Report

The four key performance indicators for which districts are held accountable.

Different indicators are worth different amounts of total framework points. For districts with data on all indicators, the total eligible points across all indicators is 100. For districts with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

## Accredited w/Priority Improvement Plan

Will exhibit Year 2 of Priority Improvement or Turnaround

This is the district's official accreditation rating, which is based on the 1 Year District Performance Framework. Districts are designated an accreditation category based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the accreditation category. Additionally, failing to meet finance, safety, test administration and/or test participation assurances will result in a lower accreditation category.

### Accreditation Category

- Accred w/Distinction
- Accred
- Accred w/Improvement Plan
- Accred w/Priority Impr. Plan
- Accred w/Turnaround Plan

Framework points are calculated using the following table. For districts with incomplete data, the total points possible are: 15 points for Academic Achievement, 20 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

\* on July 1, 2015

The accreditation category the State has assigned to the district based on the data presented in the official report.

The framework is based on either the 1 or 3 year report. Refer to page 7.

Science and social studies achievement data will not be included; only participation in 2014.

Districts that exceed the 1% cap of students scoring proficient on CoAlt will receive a flag.

Districts that do not meet finance, safety or test administration requirements default to "PI" or remain "Turnaround". Districts on PI not meeting test administration assurances drop to Turnaround.

The percentage of points earned divided by points for which the district was eligible. See pages 2-4 for data used to calculate this percentage. This percentage determines the district's rating on this indicator.

The sum of the total framework points earned across all indicators.

Level: EMH  
(All - 1 Year)

## Performance Indicators

Indicator	Points Earned	Points Possible	Percentage
Academic Achievement	7.8	15	52.1%
Academic Growth	27.2	35	77.8%
Academic Growth Gaps	9.0	15	59.2%
Postsecondary and Workforce Readiness	25.2	35	83.3%

## Test Participation\*

Category	Points Earned	Points Possible	Percentage
TOTAL	73.2	100	73.2%

\* Districts may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.  
 \* Districts do not receive points for test participation. However, districts are assigned one accreditation category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for districts serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school, meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

## Finance\*

Meets Requirements

## Safety\*

Meets Requirements

## Test Administration\*

Does Not Meet

\* Districts do not receive points for finance and safety assurances. However, districts that do not meet requirements in at least one area default to Accredited with Priority Improvement (or remain Accredited with Turnaround Plan) until they meet requirements.  
 \* Districts found to have pervasive and egregious breaches to statewide assessment administration and security policies and procedures may also be subject to lowered accreditation ratings.

## Test Participation Rates

Content Area	# of Students Tested			Participation Rating			Students Tested			Total Students		
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	98.5%	98.5%	96.3%	96.3%	571	511	393	1476	574	519	408	1501
Mathematics	99.7%	98.5%	96.8%	96.7%	570	510	395	1478	572	516	408	1498
Writing	98.4%	98.7%	93.8%	97.4%	568	512	393	1476	578	519	419	1516
Science	98.0%	99.5%	97.1%	98.6%	185	181	198	565	187	182	204	573
Social Studies	98.9%	99.5%	97.1%	98.6%	185	181	198	565	187	182	204	573
COACT	-	-	-	-	-	-	-	-	-	-	-	-

Districts that do not meet the 95% test participation rate for more than one subject area are assigned one accreditation category lower than what they would have earned.

The sum of the total framework points earned out of points for which the district was eligible is converted to a percentage. This helps determine the final accreditation category.

# Annotated DPF Report

This is the district's data for each metric on this performance indicator. Appendix E.4 DPF & SPF Frameworks determine the number of points and the indicator ratings the district earned. How performance relates to points is described on pages 6 and 7.

Districts have separate pages for Elementary, middle and high school level data.

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

District: MOSTLY REAL DISTRICT- DNIM TEST ADMIN - 9010

Level: Elementary  
(1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	
Reading	2	4		Approaching	77	70.13	45	
Mathematics	2	4		Approaching	77	67.53	39	
Writing	2	4		Approaching	77	42.86	21	
Science	2	4		Approaching	22	36.36	27	
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Academic Growth	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Median Adequate Growth Percentile	Made Adequate Growth?
Reading	3	4		Meets	57	54	37	Yes
Mathematics	4	4		Exceeds	58	64	59	Yes
Writing	3	4		Meets	57	50	46	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>Total</b>	<b>10</b>	<b>12</b>	<b>83.3%</b>	<b>Meets</b>				
Academic Growth Gaps	Points Earned	Points Eligible	% Points	Rating	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Reading	6	8	75%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	30	46	42	Yes
Minority Students	3	4		Meets	20	55	49	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	0	0		-	N<20	-	-	-
Mathematics	7	12	58.3%	Approaching				
Free/Reduced Lunch Eligible	3	4		Meets	31	63	73	No
Minority Students	2	4		Approaching	21	46	81	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	23	51	83	No
Writing	6	12	50%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	30	54	55	No
Minority Students	2	4		Approaching	20	50	70	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	2	4		Approaching	28	48	75	No
<b>Total</b>	<b>19</b>	<b>32</b>	<b>59.4%</b>	<b>Approaching</b>				

N<20 or N<16 is displayed when the minimum student N is not met.

# Annotated DPF Report

The district's points across sub-indicators are added together and converted to a percentage for this indicator. The percentage of points is then used to assign an indicator rating.

N refers to the number of students included in each sub-indicator.

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

District: REAL DISTRICT- COALT PARTIC - 90117										Level: Middle (1 Year)	
Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile	Median Adequate Growth Percentile	Subgroup Median Growth Percentile	Made Adequate Growth?	
<b>Reading</b>	1	4	25%	Below Proficient	460	17.5	13				
<b>Mathematics</b>	2	4	50%	Approaching	481	41	30				
<b>Writing</b>	3	4	75%	Proficient	482	42.74	15				
<b>Science</b>	0	4	0%	Below Proficient	188	39.19	31				
<b>Total</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>							
<b>Academic Growth</b>											
<b>Reading</b>	3	4	75%	Met	452	46	18			Yes	
<b>Mathematics</b>	3	4	75%	Met	451	51	77			NO	
<b>Writing</b>	2	4	50%	Approaching	453	49	42			NO	
<b>English Language Proficiency (ACCESS)</b>	0.5	2	25%	Consistently Met	38	31	50			NO	
<b>Total</b>	<b>8.5</b>	<b>14</b>	<b>60.7%</b>	<b>Approaching</b>							
<b>Academic Growth Gaps</b>											
<b>Reading</b>	11	20	55%	Approaching							
<b>Free/Reduced Lunch Eligible</b>	3	4	75%	Met	166	41	42			Yes	
<b>Minority Students</b>	2	4	50%	Approaching	220	44	44			Yes	
<b>Students with Disabilities</b>	2	4	50%	Approaching	99	54	43			NO	
<b>English Learners</b>	2	4	50%	Approaching	75	44	49			NO	
<b>Students needing to catch up</b>	2	4	50%	Approaching	183	44	70			NO	
<b>Mathematics</b>	11	20	55%	Approaching							
<b>Free/Reduced Lunch Eligible</b>	2	4	50%	Approaching	195	51	39			NO	
<b>Minority Students</b>	2	4	50%	Approaching	219	51	43			NO	
<b>Students with Disabilities</b>	2	4	50%	Approaching	99	54	59			NO	
<b>English Learners</b>	2	4	50%	Met	75	51	62			NO	
<b>Students needing to catch up</b>	2	4	50%	Approaching	240	51	94			NO	
<b>Writing</b>	10	20	50%	Approaching							
<b>Free/Reduced Lunch Eligible</b>	2	4	50%	Approaching	187	41	48			NO	
<b>Minority Students</b>	2	4	50%	Approaching	220	46	71			NO	
<b>Students with Disabilities</b>	2	4	50%	Approaching	70	48	56			NO	
<b>English Learners</b>	2	4	50%	Approaching	71	49	73			NO	
<b>Students needing to catch up</b>	2	4	50%	Approaching	226	46	62			NO	
<b>Total</b>	<b>32</b>	<b>60</b>	<b>53.3%</b>	<b>Approaching</b>							

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

The district can earn points for each of the performance indicators assigned. Ratings are assigned to each DPF as shown in the table.

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

DISTRICT REAL DISTRICT - COALT PARTIC - 9011

Level: High  
(1 Year)

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	District's Percentile
Reading	1	4		Does Not Meet	340	44.17	4
Mathematics	1	4		Does Not Meet	342	14.64	7
Writing	1	4		Does Not Meet	360	21.11	6
Science	1	4		Does Not Meet	183	21.93	5
<b>Total</b>	<b>4</b>	<b>16</b>	<b>25%</b>	<b>Does Not Meet</b>			
<b>Academic Growth</b>							
Reading	1	4		Does Not Meet	288	33	44
Mathematics	2	4		Approaching	288	43	99
Writing	2	4		Approaching	288	45	83
English Language Proficiency (ACCESS)	0	0		-	16,200	-	-
<b>Total</b>	<b>5</b>	<b>12</b>	<b>41.7%</b>	<b>Approaching</b>			
<b>Academic Growth Gaps</b>							
Free/Reduced Lunch Eligible	1	4		Does Not Meet	144	39	58
Minority Students	1	4		Does Not Meet	321	37	57
Students with Disabilities	1	4		Does Not Meet	35	35	98
English Learners	2	4		Approaching	20	47	84
Students needing to catch up	2	4		Approaching	141	42	90
<b>Total</b>	<b>7</b>	<b>20</b>	<b>35%</b>	<b>Does Not Meet</b>			
<b>Writing</b>							
Free/Reduced Lunch Eligible	2	4		Approaching	145	41	99
Minority Students	2	4		Approaching	122	45	99
Students with Disabilities	2	4		Approaching	35	42	99
English Learners	4	4		Exceeds	20	70	99
Students needing to catch up	2	4		Approaching	199	45	99
<b>Total</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>			
<b>Postsecondary and Workforce Readiness</b>							
Free/Reduced Lunch Eligible	2	4		Approaching	144	42	92
Minority Students	2	4		Approaching	121	42	91
Students with Disabilities	1	4		Does Not Meet	35	34	99
English Learners	3	4		Approaching	20	60	98
Students needing to catch up	2	4		Approaching	191	41	97
<b>Total</b>	<b>10</b>	<b>20</b>	<b>50%</b>	<b>Approaching</b>			
<b>Postsecondary and Workforce Readiness</b>							
Graduation Rate (4yr/5yr/6yr)	1	4		Does Not Meet	394,405 / 476,463	44.149 / 51.2 / 44.7%	60%
Disaggregated Graduation Rate	0.25	3		25%			
Free/Reduced Lunch Eligible	0.25	1		Does Not Meet	195,176 / 747,186	44.1 / 50.5 / 43.5%	80%
Minority Students	0.25	1		Does Not Meet	174,171 / 751,178	24.5 / 40.2 / 41.1 / 27.1%	80%
Students with Disabilities	0.25	1		Does Not Meet	44,520 / 35,489	40.3 / 53.8 / 45.6 / 49%	80%
English Learners	0	0		-	N/A / N/A / N/A / N/A / N/A	-	-
Dropout Rate	2	4		Approaching	1960	7.3%	3.6%
Colorado ACT Composite Score	2	4		Approaching	224	17.7	20
<b>Total</b>	<b>5.75</b>	<b>15</b>	<b>38.3%</b>	<b>Approaching</b>			

The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See pages 6 and 7 for details regarding how these metrics result in different ratings.

## Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: High

### Graduation and Disaggregated Graduation Rates

The District Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the district and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

These tables show the 4, 5, 6, and 7-year graduation rates for the district overall and for disaggregated student groups. This page provides more detailed trend data than included in the PWR section.

This District's Graduation Rate and Disaggregated Graduation Rate Overall Graduation Rate (1-year)

Year	4-Year	5-Year	6-Year	7-Year
2009	43.1	49.6	51.5	53
2010	46.4	53.2	55.8	
2011	51.8	58.1		
2012	56.1			
Aggregated	49.2	53.7	53.7	53

Overall Graduation Rate (3-year aggregate)

Year	4-Year	5-Year	6-Year	7-Year
2009	43.1	49.6	51.5	53
2010	46.4	53.2	55.8	
2011	51.8	58.5		
2012	56.1			
Aggregated	49.2	53.7	53.7	53

Free/Reduced Lunch Graduation Rate (1-year)

Year	4-Year	5-Year	6-Year	7-Year
2009	39.7	46.6	49.2	50.8
2010	40.3	49.2	52.6	
2011	47.7	55.8		
2012	53.9			
Aggregated	45	50.6	53.9	50.8

Free/Reduced Lunch Graduation Rate (3-year aggregate)

Year	4-Year	5-Year	6-Year	7-Year
2009	39.7	46.6	49.2	50.8
2010	40.3	49.2	52.6	
2011	47.7	55.8		
2012	53.9			
Aggregated	45	50.6	53.9	50.8

Minority Student Graduation Rate (1-year)

Year	4-Year	5-Year	6-Year	7-Year
2009	38.3	46.1	48.4	49.8
2010	41.8	50	52.7	
2011	48	56.3		
2012	53.5			
Aggregated	45.5	51.7	50.5	49.8

Minority Student Graduation Rate (3-year aggregate)

Year	4-Year	5-Year	6-Year	7-Year
2009	38.3	46.1	48.4	49.8
2010	41.8	50	52.7	
2011	48	56.3		
2012	53.5			
Aggregated	45.5	51.7	50.5	49.8

Students with Disabilities Graduation Rate (1-year)

Year	4-Year	5-Year	6-Year	7-Year
2009	32.2	39.3	43	47
2010	31.1	41.1	46.4	
2011	34.4	44.7		
2012	38.9			
Aggregated	34	41.7	45.8	47.3

Students with Disabilities Graduation Rate (3-year aggregate)

Year	4-Year	5-Year	6-Year	7-Year
2009	32.2	39.3	43	47.3
2010	31.1	41.1	46.4	
2011	34.4	44.7		
2012	38.9			
Aggregated	34	41.7	45.8	47.3

English Learners Graduation Rate (1-year)

Year	4-Year	5-Year	6-Year	7-Year
2009	36.3	49.2	52.3	53.5
2010	39.4	49.4	53.4	
2011	42.5	52.9		
2012	47.2			
Aggregated	40.2	50.1	52.8	53.5

English Learners Graduation Rate (3-year aggregate)

Year	4-Year	5-Year	6-Year	7-Year
2009	36.3	49.2	52.3	53.5
2010	39.4	49.4	53.4	
2011	42.5	52.9		
2012	47.2			
Aggregated	40.2	50.1	52.8	53.5

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

For the 1-year DPF, districts earn points based on the highest value among the following: 2012 4-year graduation rate, 2011 5-year graduation rate, 2010 6-year graduation rate and 2009 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year DPF, districts earn points based on the highest value among the following: aggregated 2009, 2010, 2011 and 2012 4-year graduation rate, aggregated 2009, 2010 and 2011 5-year graduation rate.

Aggregated 2009 and 2010 6-year graduation rate, or 2009 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year DPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

The gray boxes refer to the 4, 5, 6, and 7-year grad rates used to determine the "best of" rate.

Students with Disabilities designate the "best of" grad rate among the 4, 5, 6, and 7-year rates.

English Learners Graduation Rate (3-year aggregate)

# Annotated DPF Report

Overall district framework points are an aggregate of EMH levels.

Level: EMH

## Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### Scoring Guide for Performance Indicators on the District Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EMH Level	Framework Points
Academic Achievement	The district's percentage of students scoring proficient or advanced was: - at or above the 90th percentile of all districts using 2009-10 baseline; - below the 90th percentile but at or above the 50th percentile of all districts using 2009-10 baseline; - below the 50th percentile but at or above the 15th percentile of all districts using 2009-10 baseline; - below the 15th percentile of all districts using 2009-10 baseline.	Exceeds	TCAP 4	16 (4 for each content area)	15
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	Made AGP - at or above 60; - below 60 but at or above 45; - below 45 but at or above 30; - below 30.	Did Not Make AGP		14 (4 for each subject area and 2 for English language proficiency)	35
		Exceeds	TCAP ACCESS 4		
		Meets	3		
		Does Not Meet	1		
Academic Growth Gaps	Made AGP - at or above 60; - below 60 but at or above 45; - below 45 but at or above 30; - below 30.	Did Not Make AGP		60 (4 for each of 5 subgroups in 3 subject areas)	15
		Exceeds	TCAP 4		
		Meets	3		
		Does Not Meet	1		
Postsecondary and Workforce Readiness	Graduation Rate and Disenfranchised Graduation Rate: The district's graduation rate/disenfranchised graduation rate was: - at or above 95% - at or above 80% but below 90% - at or above 65% but below 80% - below 65% Dropout Rate: The district's dropout rate was: - at or below 1% - at or below the state average but above 1% using 2009-10 baseline; - at or below 10% but above the state average using 2009-10 baseline; - above 10%. Colorado ACT Composite Score: The district's average Colorado ACT composite score was: - at or above 22; - at or above the state average but below 22 using 2009-10 baseline; - at or above 17 but below the state average using 2009-10 baseline; - below 17.	Overall: Disagree		16 (4 for each sub-indicator)	35
		Exceeds	4		
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
		Exceeds	4		
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
		Exceeds	4		
Meets	3				

### Cut-Points for Each Performance Indicator

Performance Indicator	Cut-Points: The district earned... of the points eligible on this indicator	Total Framework Points
Achievement, Growth, Gap, Postsecondary Readiness	Exceeds	35
	Meets	
	Approaching	
	Does Not Meet	
Cut-Points: The district earned... of the total framework points eligible	- at or above 80%	35
	- at or above 64% - below 80%	
	- at or above 52% - below 64%	
	- at or above 42% - below 52%	
	- below 42%	

### District Plan Type Assignments

Plan description	Assignment
Accred. w/ Distinction	The district is required to adopt and implement a Performance Plan.
Accred.	The district is required to adopt and implement a Performance Plan.
Accred. w/ Improvement Plan	The district is required to adopt and implement an Improvement Plan.
Accred. w/ Priority Impr. Plan	The district is required to adopt and implement a Priority Improvement Plan.
Accred. w/ Turnaround Plan	The district is required to adopt and implement a Turnaround Plan.

A district may not be accredited with a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education is required to remove the district's or institute's accreditation and direct the district's local school board or the Institute as to which actions it must take to have accreditation reinstated. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the district is notified that it is Accredited with a Priority Improvement or Turnaround Plan.

## Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### 1-year vs. 3-year Report

Districts receive a 1-year and a 3-year aggregated District Performance Framework report. CDE produces a report on the basis of three years of data to enable more districts to be considered within the same performance framework. Some small districts may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official accreditation category for the district: the one under which the district has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

### Reference Data for Key Performance Indicators

#### Academic Achievement

The Academic Achievement indicator reflects a district's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoALT in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	175	165	167	176	165	167	175	165	167	133	135	136
15th percentile	59.26	58.87	57.14	57.99	34.46	18.30	38.48					
50th percentile	71.51	70.50	71.53	70.51	50.00	32.16	34.72					
90th percentile	84.37	83.57	84.78	84.60	68.84	57.06	69.66					

Use this data in conjunction with the Academic Achievement section of the Scoring Guide, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced, to understand the ratings assigned.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Districts	181	182	183	181	182	182	181					
15th percentile	60.45	56.61	57.63	56.84	36.37	17.78	41.44	41.85	33.82	32.93	30.02	31.43
50th percentile	72.19	69.22	71.31	70.37	49.11	30.51	55.78	56.79	49.70	47.50	46.81	49.18
90th percentile	85.16	81.53	83.80	83.42	65.33	48.01	71.02	70.87	67.71	66.52	65.86	67.31

#### Academic Growth and Academic Growth Gaps

The Academic Growth indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) academic progress of the students in this district compared to that of other students (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) (adequate) growth: whether this level of growth was sufficient for the typical or maintain a specified level of proficiency within a given length of time. For students who are proficient or advanced within three years or by 10th grade, whichever comes first, are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn rating depends on whether or not the district met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

The Academic Growth Gaps indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners and students needing to catch up).

#### Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COA) State Mean Dropout

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score, to understand the ratings assigned.

State Mean COACT	N of Students	Mean Score
1-year (2009)	51,438	20.0
3-year (2007-09)	151,439	20.1
1-year (2010)		
3-year (2008-10)		

# Annotated School Performance Framework Report (Elementary/Middle School)

The three key performance indicators for which elementary and middle schools are held accountable.

## School Performance Framework 201

School: MOSTLY REAL SCHOOL-E- TEST ADMIN - 9989

### Priority Improvement

Initiating Year 1\* of Priority Improvement or Turnaround

This is the plan type the school is required to adopt and implement, based on the 3 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment:

Performance

Improvement

Priority Improvement

Turnaround

Framework points earned out of all indicators, the Academic Achievement, Academic Growth Gaps, on July 1, 2015

Framework Points Earned

at or above 59%

at or above 47% - below 59%

at or above 37% - below 47%

Science and social studies achievement data will not be included; only participation in 2014.

The percentage of points earned out of the points for which the school was eligible. See page 2 for data used to calculate this percentage. This percentage determines the school's rating on this indicator.

Different indicators are worth different amounts of total framework points. For schools with data on all indicators, the total eligible points across all indicators is 100. For schools with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>
Academic Achievement	Meets	75.0% (18.8 out of 25 points)
Academic Growth	Meets	75.0% (37.5 out of 50 points)
Academic Growth Gaps	Does Not Meet	58.3% (14.6 out of 25 points)

Test Participation<sup>3</sup> Meets 95% Participation Rate

TOTAL	70.9% (70.9 out of 100 points)
-------	--------------------------------

<sup>1</sup>Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

<sup>2</sup>Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 5-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school).

Test Administration<sup>4</sup> Does Not Meet

<sup>3</sup>Schools found to have pervasive and egregious breaches to statewide assessment administration and security policies and procedures may also be subject to lowered plan types.

Schools that do not meet test administration requirements default to a "Priority Improvement Plan," or remain on a "Turnaround Plan."

### Test Participation Rates

Content Area	% of Students Tested			Participation Rating			Students Tested			Total Students		
	Elm	Middle	High	Overall	Elm	Middle	High	Overall	Elm	Middle	High	Overall
Reading	99.7%	-	-	99.7%	Meets	-	-	303	303	304	-	304
Mathematics	99.7%	-	-	99.7%	Meets	-	-	303	303	304	-	304
Writing	99.3%	-	-	99.3%	Meets	-	-	303	303	304	-	304
Science	100.0%	-	-	100.0%	Meets	-	-	303	303	304	-	304
Social Studies	100.0%	-	-	100.0%	Meets	-	-	303	303	304	-	304
Co	-	-	-	-	-	-	-	-	-	-	-	-

Schools that do not meet the 95% test participation rate for more than one subject area are assigned a plan one category lower than what they would have earned.

The sum of the total framework points earned across all indicators.

The type of plan the state has assigned to the school to implement, based on the data presented in the official report.

The sum of the total framework points earned out of points for which the school was eligible is converted to a percentage. This helps determine the final plan assignment.

Level: E

0002 (1 Year)

# Annotated SPF Report (Elementary/Middle School)

The school can earn points for each metric based on the ratings assigned. Schools with too few students may have fewer points eligible.

This is the school's data for each metric on this performance indicator. The data is used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 3.

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Tool: MOSTLY REAL SCHOOL-E-TESTADMIN-9989

Level: Element

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	% Proficient/Advanced	School's Percentile	District REAL DISTRICT ANOMALIES - 0002 (1 Y.
Reading	3	4		Meets	287	83.62	78	
Mathematics	3	4		Meets	287	80.58	77	
Writing	3	4		Meets	286	83.99	70	
Science	3	4		Meets	93	74.19	87	
<b>All</b>	<b>12</b>	<b>16</b>	<b>75%</b>	<b>Meets</b>				
<b>Academic Growth</b>								
Reading	3	4		Meets	172	54	19	Yes
Mathematics	3	4		Meets	173	45	35	Yes
Writing	3	4		Meets	172	57	37	Yes
English Language Proficiency (ACCESS)	0	0		-	N<20	-	-	-
<b>All</b>	<b>9</b>	<b>12</b>	<b>75%</b>	<b>Meets</b>				
<b>Academic Growth Gaps</b>								
Reading	13	16	81.3%	Meets	Subgroup N	Subgroup Median Growth Percentile	Subgroup Median Adequate Growth Percentile	Made Adequate Growth?
Free/Reduced Lunch Eligible	3	4		Meets	27	47	28	Yes
Minority Students	3	4		Meets	51	54	20	Yes
Students with Disabilities	4	4		Exceeds	21	67	49	Yes
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	32	58	61	No
<b>Mathematics</b>	<b>7</b>	<b>16</b>	<b>43.8%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4		Approaching	27	50	60	No
Minority Students	2	4		Approaching	51	42	44	No
Students with Disabilities	2	4		Approaching	21	41	70	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	1	4		Does Not Meet	38	38	74	No
<b>Writing</b>	<b>6</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	1	4		Does Not Meet	27	34	44	No
Minority Students	1	4		Does Not Meet	51	39	40	No
Students with Disabilities	3	4		Meets	21	58	68	No
English Learners	0	0		-	N<20	-	-	-
Students needing to catch up	3	4		Meets	53	68	60	No
<b>All</b>	<b>38</b>	<b>48</b>	<b>58.3%</b>	<b>Approaching</b>				

The school's points are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the school's overall rating on this indicator.

The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See page 3 for details regarding how these metrics result in different ratings.

N refers to the number of students included in each sub-indicator.

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

# Annotated SPF Report (Elementary/Middle School)

Elementary and middle schools have a different scoring guide than high schools that does not include a Postsecondary and Workforce Readiness Indicator.

## Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: E

### Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per BMH Level	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: • at or above the 80th percentile of all schools (using 2009-10 baseline); • below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline); • below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline); • below the 15th percentile of all schools (using 2009-10 baseline).	Exceeds	TCAP 4	16 (4 for each subject area)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth	Make AGP • at or above 80; • below 80 but at or above 45; • below 45 but at or above 30; • below 30.	Exceeds	TCAP ACCESS 4	14 (4 for each subject area and 2 for English language proficiency)	50
		Meets	3		
		Approaching	2		
		Does Not Meet	1		
Academic Growth Gaps	Make AGP • at or above 60; • below 60 but at or above 45; • below 45 but at or above 30; • below 30.	Exceeds	TCAP 4	60 (4 for each of 5 subgroups in 3 subject areas)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

### Cut-Points for Each Performance Indicator

Performance Indicator	Cut-Points: The school earned ... of the points eligible on this indicator.	Rating	Point Value	Total Possible Points per BMH Level	Framework Points
Academic Achievement	• at or above 87.5% • at or above 62.5% - below 87.5% • at or above 37.5% - below 62.5% • below 37.5%	Exceeds	TCAP 4	16 (4 for each subject area and 2 for English language proficiency)	25
		Meets	3		
		Approaching	2		
		Does Not Meet	1		

### Cut-Points for Plan Type Assignment

Plan description	Cut-Points: The school earned ... of the total framework points eligible	Rating	Point Value	Total Possible Points per BMH Level	Framework Points
Performance Plan	• at or above 50%	Exceeds	4	60 (4 for each of 5 subgroups in 3 subject areas)	25
Improvement Plan	• at or above 47% - below 50%	Meets	3		
Priority Improvement Plan	• at or above 37% - below 47%	Approaching	2		
Turnaround Plan	• below 37%	Does Not Meet	1		

### School Plan Type Assignments

Plan description	Assignment
Performance Plan	The school is required to adopt and implement a Performance Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

# Annotated SPF Report (Elementary/Middle School)

## Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### 1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school; the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

## Reference Data for Key Performance Indicators

### Academic Achievement

The Academic Achievement indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TTCAP and CSAPA/CoALT in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.16	50.44	54.92	46.60	29.72	15.97	32.48					
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52					
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83					

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	342	1032	507	361	1032					
15th percentile	50.00	50.56	53.34	46.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.64	58.34	49.57	43.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

Use this data in conjunction with the Academic Achievement section of the Scoring Guide, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced, to understand the ratings assigned.

### Academic Growth and Academic Growth Gaps

This is a visual representation of the rubric the Academic Growth and Academic Growth Gaps section of the Scoring Guide. Use the column that matches with whether your district met or did not meet adequate growth.

learners are expected to meet certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

res academic progress using the Colorado Growth Model. This indicator reflects 1) academic progress of the students in this school compared to that of other students (CSAP/TTCAP) score history or a similar English language proficiency (ACCESS) score (equale) growth: whether this level of growth was sufficient for the typical (median) student specified level of proficiency within a given length of time. For CSAP/TTCAP, students are ed within three years or by 10th grade, whichever comes first. Students classified as English and within three years or by 10th grade, whichever comes first. Students classified as English percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

### Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Drop

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score, to understand the ratings assigned.

	1-year (2009-10)	3-year (2007-08)	State Mean COACT
1-year (2010)	51,438	20.0	
3-year (2008-10)	151,439	20.1	

The four key performance indicators for which schools are held accountable.

The percentage of points earned out of the points for which the school was eligible. See page 2 for data used to calculate this percentage. This percentage determines the school's rating on this indicator.

Different indicators are worth different amounts of total framework points. For schools with data on all indicators, the total eligible points across all indicators is 100. For schools with incomplete data (because of small numbers of students), the total eligible points may be less than 100.

School Performance Framework **NEW** District REAL DISTRICTS - 0001 (1 Year) Level: H

School: REAL SCHOOL-H-0003

**Improvement**

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment Framework Points Earned  
 Performance at or above 60%  
 Improvement at or above 47% - below 60%  
 Turnaround

Framework points are earned out of points assigned for each area on all indicators. The total points possible are: 15 points for Academic Achievement, 35 for Academic Growth, 15 for Academic Growth Gaps, and 35 for Postsecondary and Workforce Readiness.

Science and social studies achievement data will not be included; only participation in 2014.

Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science, social studies and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 5-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Performance Indicators	Rating	% of Points Earned out of Points Eligible <sup>2</sup>
Academic Achievement	Approaching	50.0% ( 7.5 out of 15 points )
Academic Growth	Approaching	60.7% ( 21.2 out of 35 points )
Academic Growth Gaps	Approaching	56.7% ( 8.5 out of 15 points )
Postsecondary and Workforce Readiness	Approaching	60.9% ( 21.3 out of 35 points )

Plan Assignment	Framework Points Earned
Performance	at or above 60%
Improvement	at or above 47% - below 60%
Turnaround	

Test Participation<sup>3</sup> Meets 95% Participation Rate  
 58.5% ( 58.5 out of 100 points )

Content Area	% of Students Tested				Participation Rating				Students Tested			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	-	55.3%	55.3%	95.3%	-	-	-	Meets	-	-	-	1103
Mathematics	-	55.5%	55.5%	95.5%	-	-	-	Meets	-	-	-	1106
Writing	-	56.6%	56.6%	96.6%	-	-	-	Meets	-	-	-	1119
Science	-	56.7%	56.7%	96.7%	-	-	-	Meets	-	-	-	555
Social Studies	-	56.7%	56.7%	96.7%	-	-	-	Meets	-	-	-	555
COACT	-	58.0%	58.0%	98.0%	-	-	-	Meets	-	-	-	474

Schools that do not meet the 95% test participation rate for more than one subject area are assigned a plan one category lower than what they would have earned.

The type of plan the state has assigned to the school to implement, based on the data presented in the official report.

The framework is based on either the 1 or 3 year report. Refer to page 5.

The sum of the total framework points earned across all indicators.

The sum of the total framework points earned out of points for which the school was eligible is converted to a percentage. This helps determine the final plan assignment.

# Annotated SPF Report(High School)

Colorado Department of Education

This is the school's overall performance indicator. The data are used to determine the number of points and the indicator ratings the school earned. How performance relates to points is described on page 4.

The school can earn points for each metric based on the ratings assigned. Schools with too few students may have fewer points eligible.

The school's points are added together and converted to a percentage for this indicator. This percentage is shown on page 1 as the school's overall rating on this indicator.

Growth gaps are calculated for five different subgroups in three subject areas. Each row shows the median growth percentile and the adequate median growth percentile needed for students to reach or maintain proficiency.

The ratings for the Growth and Growth Gaps indicators are determined by the median growth percentile and the median adequate growth percentile. See page 3 for details regarding how these metrics result in different ratings.

N refers to the number of students included in each sub-indicator.

## Performance Indicators - PRELIMINARY DRAFT FOR DISTRICT REVIEW

SCHOOL: REAL SCHOOL-H - 0003

Academic Achievement	Points Earned	Points Eligible	% Points	Rating	N	Median Growth Percentile	Subgroup Median Growth Percentile	Made Adequate Growth?
Reading	2	4	50%	Approaching	1053	31	31	Yes
Mathematics	2	4	50%	Approaching	1058	40	40	No
Writing	2	4	50%	Approaching	1067	25	25	No
Science	0	0	-	-	-	-	-	-
<b>Total</b>	<b>8</b>	<b>16</b>	<b>50%</b>	<b>Approaching</b>				
<b>Academic Growth</b>								
Reading	3	4	75%	Meets	991	55	55	Yes
Mathematics	2	4	50%	Approaching	994	40	40	No
Writing	2	4	50%	Approaching	1002	51	51	No
English Language Proficiency (ACCESS)	1.5	2	75%	Meets	97	61	61	No
<b>Total</b>	<b>8.5</b>	<b>14</b>	<b>60.7%</b>	<b>Approaching</b>				
<b>Academic Growth Gaps</b>								
Reading	13	20	65%	Meets				
Free/Reduced Lunch Eligible	2	4	50%	Approaching	583	41	41	No
Minority Students	2	4	50%	Approaching	741	40	40	No
Students with Disabilities	2	4	50%	Approaching	84	45	45	No
English Learners	2	4	50%	Approaching	186	44	44	No
Students needing to catch up	2	4	50%	Approaching	699	41	41	No
<b>Mathematics</b>	<b>19</b>	<b>20</b>	<b>95%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4	50%	Approaching	583	41	41	No
Minority Students	2	4	50%	Approaching	741	40	40	No
Students with Disabilities	2	4	50%	Approaching	84	45	45	No
English Learners	2	4	50%	Approaching	186	44	44	No
Students needing to catch up	2	4	50%	Approaching	699	41	41	No
<b>Writing</b>	<b>11</b>	<b>20</b>	<b>55%</b>	<b>Approaching</b>				
Free/Reduced Lunch Eligible	2	4	50%	Approaching	587	51	51	No
Minority Students	2	4	50%	Approaching	748	52	52	No
Students with Disabilities	2	4	50%	Approaching	85	48	48	No
English Learners	2	4	50%	Approaching	198	54	54	No
Students needing to catch up	2	4	50%	Approaching	555	53	53	No
<b>Total</b>	<b>34</b>	<b>60</b>	<b>56.7%</b>	<b>Approaching</b>				
<b>Secondary and Workforce Readiness</b>								
Graduation Rate: 9/15/12-15	3	4	75%	Meets	510,571,512,525			Expectation
Disseminated Graduation Rate	2.75	4	68.8%	Approaching				78.6/81.4/77.1/76.4%
Free/Reduced Lunch Eligible	0.75	1	75%	Meets	313,268,246,230			78.5/83.8/78.5/73%
Minority Students	0.75	1	75%	Meets	374,349,332,331			78.6/80.8/76.8/76.1%
Students with Disabilities	0.5	1	50%	Approaching	58,53,52,56			69.3/58.9/69.2/71.4%
English Learners	0.75	1	75%	Meets	39,55,48,5%			74.4/85.8/75.6/4.3%
Dropout Rate	2	4	50%	Approaching	2686			4.1%
Colorado ACT Composite Score	2	4	50%	Approaching	474			18.2
<b>Total</b>	<b>9.75</b>	<b>16</b>	<b>60.9%</b>	<b>Approaching</b>				<b>20</b>

Level: High

## Graduation Rates - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### Graduation and Disaggregated Graduation Rates

The School Performance Framework reports use the 4-, 5-, 6- and 7-year graduation rates for the school and disaggregated student groups (students eligible for free/reduced lunch, minority students, students with disabilities and English learners).

This School's Graduation Rate and Disaggregated Graduation Rate:

Overall Graduation Rate (1-year)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	68.1	74.2	75.1	76.4
2011	69	74.4	77.1	
2012	75.6	81.4		
2013	78.6			

Overall Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	68.1	74.2	75.1	76.4
2011	69	74.4	77.1	
2012	75.6	81.4		
2013	78.6			
Aggregated	72.8	76.7	76.1	76.4

These tables show the 4-, 5-, 6-, and 7-year graduation rates for the district overall and for disaggregated student groups. This page provides more detailed trend data than included in the PWR section.

Free/Reduced Lunch Graduation Rate (1-year)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	61	69	71	73
2011	66.1	74.4	78.5	
2012	75.9	83.6		
2013	79.9			

Free/Reduced Lunch Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	61	69	71	73
2011	66.1	74.4	78.5	
2012	75.9	83.6		
2013	79.9			
Aggregated	71.6	74.8	74.8	73

Colorado calculates "on-time" graduation as the percent of students who graduate from high school four years after entering ninth grade. A student is assigned a graduating class when they enter ninth grade by adding four years to the year the student enters ninth grade. The formula anticipates, for example, that a student who entered ninth grade in fall 2006 would graduate with the Class of 2010.

The gray boxes refer to the 4-, 5-, 6-, and 7-year grad rates used to determine the "best of" rate.

Minority Student Graduation Rate (1-year)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	66.2	73.7	75.3	76.1
2011	67.5	74.3	76.8	
2012	74.5	80.9		
2013	78.6			

Minority Student Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	66.2	73.7	75.3	76.1
2011	67.5	74.3	76.8	
2012	74.5	80.9		
2013	78.6			
Aggregated	71.9	76.3	76.1	76.1

For the 1-year SPF, schools earn points based on the highest value among the following: 2013 4-year graduation rate, 2012 5-year graduation rate, 2011 6-year graduation rate and 2010 7-year graduation rate (the shaded cells in the tables on the left). For the 3-year SPF, schools earn points based on the highest value among the following: aggregated 2010, 2011, 2012 and 2013 4-year graduation rate, aggregated 2010, 2011 and 2012 5-year graduation rate, aggregated 2010 and 2011 6-year graduation rate, or 2010 7-year graduation rate. For each of these rates, the aggregation is the result of adding the graduation totals for all available years and dividing by the sum of the graduation bases across all available years. For both 1-year and 3-year SPFs, the "best of" graduation rate is bolded and italicized here and on the Performance Indicators detail page.

Students with Disabilities Graduation Rate (1-year)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	39.3	56.1	62.5	71.4
2011	42.3	52.8	69.2	
2012	32.7	50.9		
2013	60.3			

Students with Disabilities Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	39.3	56.1	62.5	71.4
2011	42.3	52.8	69.2	
2012	32.7	50.9		
2013	60.3			
Aggregated	44.2	53.4	65.7	71.4

Red italics designate the "best of" grad rate among the 4-, 5-, 6-, and 7-year rates.

English Learners Graduation Rate (1-year)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	55.2	64.3	64.3	64.3
2011	60.4	72.9	75	
2012	75.9	85.6		
2013	74.4			

English Learners Graduation Rate (3-year aggregate)

Anticipated Year of Graduation	4-Year	5-Year	6-Year	7-Year
2010	55.2	64.3	64.3	64.3
2011	60.4	72.9	75	
2012	75.9	85.5		
2013	74.4			
Aggregated	66	76.2	69.2	64.3

# Annotated SPF Report (High School)

## Scoring Guide - PRELIMINARY DRAFT FOR DISTRICT REVIEW

Level: H

### Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide	Rating	Point Value	Total Possible Points per EAFH Level	Framework Points
Academic Achievement	The school's percentage of students scoring proficient or advanced was: <ul style="list-style-type: none"> <li>at or above the 90th percentile of all schools (using 2009-10 baseline).</li> <li>below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).</li> <li>below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).</li> <li>below the 15th percentile of all schools (using 2009-10 baseline).</li> </ul>	Exceeds Meets Approaching Does Not Meet	TCAP 4 3 2 1	16 (4 for each subject area)	15
	Male AGP <ul style="list-style-type: none"> <li>at or above 60.</li> <li>below 60 but at or above 45.</li> <li>below 45 but at or above 30.</li> <li>below 30.</li> </ul>	TCAP ACCESS 4 3 2 1	14 (4 for each subject area and 2 for English language proficiency)	35	
Academic Growth	Made AGP <ul style="list-style-type: none"> <li>at or above 70.</li> <li>below 70 but at or above 55.</li> <li>below 55 but at or above 40.</li> <li>below 40.</li> </ul>	Exceeds Meets Approaching Does Not Meet	TCAP 4 3 2 1	60 (4 for each of 5 subgroups in 3 subject areas)	15
	Made AGP <ul style="list-style-type: none"> <li>at or above 60.</li> <li>below 60 but at or above 45.</li> <li>below 45 but at or above 30.</li> <li>below 30.</li> </ul>	Exceeds Meets Approaching Does Not Meet	TCAP 4 3 2 1	35	
Postsecondary and Workforce Readiness	Graduation Rate and Disaggregated Graduation Rate: The school's graduation rate/disaggregated graduation rate was: <ul style="list-style-type: none"> <li>at or above 90%.</li> <li>at or above 80% but below 90%.</li> <li>at or above 65% but below 80%.</li> <li>below 65%.</li> </ul>	Exceeds Meets Approaching Does Not Meet	Overall Disagg. 4 3 2 1	16 (4 for each sub-indicator)	35
	Dropout Rate: The school's dropout rate was: <ul style="list-style-type: none"> <li>at or below 1%.</li> <li>at or below the state average but above 1% (using 2009-10 baseline).</li> <li>at or below 10% but above the state average (using 2009-10 baseline).</li> <li>above 10%.</li> </ul>	Exceeds Meets Approaching Does Not Meet	4 3 2 1	Elementary and middle schools have a different scoring guide than high schools, since high schools include a Postsecondary and Workforce Readiness indicator.	
Colorado ACT Composite Score: The school's average Colorado ACT composite score was: <ul style="list-style-type: none"> <li>at or above 22.</li> <li>at or above the state average but below 22 (using 2009-10 baseline).</li> <li>at or above 17 but below the state average (using 2009-10 baseline).</li> <li>below 17.</li> </ul>	Exceeds Meets Approaching Does Not Meet	4 3 2 1			

### Cut-Points for Each Performance Indicator

Performance Indicator	Cut Point: The school earned ... of the points eligible on this indicator.	Total Framework Points	Cut Point: The school earned ... of the total framework points eligible.
Achievement, Growth Gaps, Postsecondary Readiness	Exceeds Meets Approaching Does Not Meet	Total Framework Points	Performance Improvement Priority Improvement Turnaround
	<ul style="list-style-type: none"> <li>at or above 60%</li> <li>at or above 47% - below 60%</li> <li>at or above 33% - below 47%</li> <li>below 33%</li> </ul>		

### School Plan Type Assignments

Plan description
Performance Plan The school is required to adopt and implement a Performance Plan.
Improvement Plan The school is required to adopt and implement an Improvement Plan.
Priority Improvement Plan The school is required to adopt and implement a Priority Improvement Plan.
Turnaround Plan The school is required to adopt and implement a Turnaround Plan.

A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the State Board of Education must direct the authorizing district's local school board or the Institute to restructure or close the school. The five consecutive school years commence on July 1 of the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.

# Annotated SPF Report (High School)

## Reference - PRELIMINARY DRAFT FOR DISTRICT REVIEW

### 1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school; the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

### Reference Data for Key Performance Indicators

#### Academic Achievement

The Academic Achievement indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoALT in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	106	879	377	1607	486	377	1007	486	377	917	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.46					
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52					
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83					

Use this data in conjunction with the Academic Achievement section of the Scoring Guide, comparing your district's percent proficient/advanced to Colorado's percent proficient/advanced, to understand the ratings assigned.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
<b>N of Schools</b>	1032	507	382	1632	507	361	1032	507	372	910	410	297
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

#### Academic Growth

This is a visual representation of the rubric used in the Academic Growth and Academic Growth Gaps section of the Scoring Guide. Use the column that matches with whether your district met or did not meet adequate growth.

Students are expected to reach certain levels of language proficiency on ACCESS in set amounts of time. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP).

	Made AGP	Did Not Make AGP
Exceeds	60-99	70-99
Meets	45-59	55-69
Approaching	30-44	40-54
Does Not Meet	1-29	1-39

#### Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

The Academic Growth Gaps indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students heading to catch up.

#### Postsecondary and Workforce Readiness

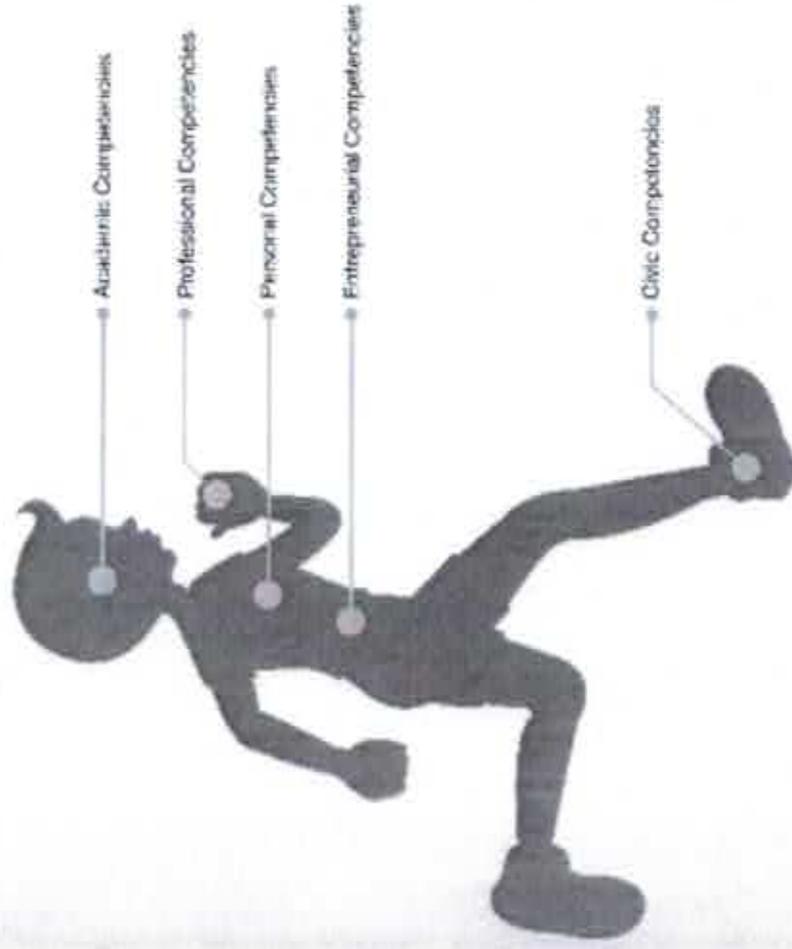
The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

Year	Dropout Rate	Mean Rate
1-year (2009)	4.16	95.3
3-year (2009)		3.6

Use this data in conjunction with the Postsecondary and Workforce Readiness section of the Scoring Guide, comparing your district's results to the Colorado dropout rate and average ACT composite score, to understand the ratings assigned.

# Colorado's Vision – Student Outcomes



- **Academic competencies including:** math skills, literacy skills, and critical thinking skills
- **Professional competencies including:** ability to manage time, collaborate with others, and independently learn new things
- **Entrepreneurial competencies including:** the ability to manage professional risk, make interesting connections, and learn from failure
- **Personal competencies including:** deep knowledge of self that students can use to make good decisions that play on their strengths
- **Civic competencies including:** drive to contribute as a member of the community and the workforce

**From:** [Hankerson, Leslie](#)  
**To:** [Schlieman, Gina](#); [Morgan, Gretchen](#)  
**Cc:** [Huh, Stefan](#); [Pfeiltz, Erin](#); [Grimes-Miller, Cathy](#); [Rao, Sujeet](#); [Anderson, Michael \(OGC\)](#)  
**Subject:** USDOE//CSP: Information about Colorado's Weighted Lottery Amendment Request  
**Date:** Monday, April 28, 2014 8:03:47 AM

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Good Morning Gretchen and Gina,

This email serves to inform you that the United States Department of Education has approved Colorado's February 27, 2014 grant application amendment request (U282A100015) to allow CSP-funded charter schools to use weighted lotteries consistent with your initial amendment request and the information provided in your April 2, 2014 response to our questions. This approval does not override or supersede any approvals otherwise required by the State or authorizers regarding the use of weighted lotteries.

Please note that this approval covers the range of weights for the circumstances and sets of students described in your February 27 application amendment request and follow-up email of April 2. If, in the future, you intend to approve higher weights for a school or set of schools, you must further amend your application. To do that, you must describe the specific weights or range of weights to be used, along with the detailed rationale for such a range and the categories of educationally disadvantaged students benefiting.

Please feel free to contact us if you have any questions.

Leslie Hankerson  
Charter Schools Program  
U.S. Department of Education

-----Original Message-----

From: Schlieman, Gina [REDACTED]  
Sent: Thursday, April 03, 2014 3:36 PM  
To: Hankerson, Leslie  
Cc: Morgan, Gretchen  
Subject: RE: USDOE/CSP: Weighted Lottery Amendment Request  
Importance: High

Hello Leslie,

Thank you so much for being in touch about our Weighted Lotteries amendment request. We appreciate the opportunity to provide further clarification.

Below we have offered more specifics on each point you have outlined for further information.

Please let us know if you need further clarification from us on either of these points.

Best,  
Gina

Gina Schlieman | Charter School Program and Grant Manager, Schools of Choice Office | Colorado Department of Education | [REDACTED]

From: Hankerson, Leslie [REDACTED]  
Sent: Wednesday, April 02, 2014 7:35 AM  
To: Morgan, Gretchen; Schlieman, Gina

Cc: Huh, Stefan; Pfeltz, Erin; Meeley, Kathryn; Holmes, Rebecca; Rao, Sujeet; Anderson, Michael (OGC)  
Subject: USDOE/CSP: Weighted Lottery Amendment Request

Good Morning Gretchen and Gina,

Thank you for submitting your application amendment request. We apologize for not getting back to you sooner. We need some clarifying information before we can make a final determination about your proposed application amendment.

Specifically:

1. On page 2 of your memo and in the example on page 7, you describe how charter schools may be able to use weights to help address specific targets for educationally disadvantaged students. To help us understand how this plays out, can you please tell us who would set such enrollment targets? Is it the school itself, or is it an outside determination? And what would be the basis for the respective targets set for a given school? Is it just to match the demographics of surrounding areas, or are there other factors involved?

Enrollment goals for educationally disadvantaged students would ultimately be set by the charter school, but could be done in coordination or consultation with their authorizer. Under CO authorizing practices, any enrollment goals and corresponding weighted lottery proposals would need to also be approved by the authorizer as part of their authorizing process, though this would be a separate process from our review under the CSP grant program. Schools located in districts with a court order may be required to set enrollment goals as part of compliance with that court order. We currently do not have a statewide court order, but if we did the state agency would need to be more involved in requirements for setting enrollment goals for educationally disadvantaged students. The State agency under implementation of this weighted lottery policy would look to see that enrollment goals seeking to be met through a weighted lottery would be tied to a goal of matching the demographics within their district, or for state-wide online charter schools the state demographics.

2. Your memo includes an example where students with IEPs would receive a weight of 2 and ELL students a weight of 3 in a lottery process. Outside of the context of a specific example, please provide more detail about the ranges of lottery weights in favor of educationally disadvantaged students you expect to approve or what types of limits you will place on the specific weights to be employed. How do you plan to ensure that the weights employed will result in students in the identified categories having only "slightly better" chances for admission?

We would look to see that the proposed number of weights has a direct relationship to the proportion of underrepresentation in the school for that set of educationally disadvantaged students. So for example, a weight of two could be utilized in most cases of underrepresentation. However, we would consider a weight of 3 or 4 for schools with a significant underrepresentation AND typically have limited or fewer numbers of students from that apply from that set of educationally disadvantaged students. Also, in the instance of a significant disaster (natural or otherwise) that might significantly displace students to the point of dramatically and instantaneously increasing the displacement and homelessness of students in an area of the state, this would not necessarily have shown up yet in the district or state averages, but we may approve a higher weight in such an instance to ensure that those disadvantaged students are at a slightly better chance of finding a new school within the area they are displaced to.

Ultimately, our judgment on a "slightly better" chance would be based on only allowing a weight higher than 2 for instances where there is a statistical argument that due to significant underrepresentation and typically low percentage of applications from that set of disadvantaged students. Under the example provided at the bottom of page 6 on our amendment request, we suggested allowing a weight of 3 for the FRL eligible students due to the gap between the percentage of FRL eligible students interested in attending their school is significantly below (8-10 times below) the FRL eligible average in that community. Given the significance of the gap in representation amongst applicants, the weight of 3 would only slightly improve the chances of any one FRL student from being selected in the lottery. Please let us know if you have any questions. We are happy to set up a time to discuss this further, if needed. Thank you.

Sincerely,  
Leslie

From: Schlieman, Gina [REDACTED]  
Sent: Friday, February 28, 2014 10:40 AM  
To: Hankerson, Leslie

Cc: Morgan, Gretchen; Holmes, Rebecca; Meeley, Kathryn; Pfeltz, Erin; Charter Schools  
Subject: RE: Intent to Request - Weighted Lottery for Colorado CSP program

I am concerned that one or both of our attachments may have dropped off when sending this yesterday. I have reattached the files. Let me know if they do not come through. They should be the following:

- \* Colorado CSP Amendment Request - Weighted Lotteries FINAL.pdf
- \* Application to Use Weighted Lotteries Opinion Letter.pdf

Thanks,  
Gina

Gina Schlieman | Charter School Program and Grant Manager, Schools of Choice Office | Colorado Department of Education | [REDACTED]

From: Schlieman, Gina  
Sent: Thursday, February 27, 2014 5:26 PM  
To: Hankerson, Leslie  
Cc: Holmes, Rebecca; Morgan, Gretchen ([REDACTED]);  
charterschools@ed.gov <[REDACTED]>  
Subject: RE: Intent to Request - Weighted Lottery for Colorado CSP program

Hello Leslie,

Please find attached our request to amend our Colorado CSP project to include weighted lotteries.

Apologies that this is coming in after business hours in Washington, DC, but as there was no time specified in our instructions we hope this will suffice.

Please let us know if you have any questions.

Best,  
Gina

Gina Schlieman | Charter School Program and Grant Manager, Schools of Choice Office | Colorado Department of Education | [REDACTED]

From: Morgan, Gretchen  
Sent: Monday, February 10, 2014 11:26 AM  
To: Hankerson, Leslie  
Cc: Schlieman, Gina; Holmes, Rebecca; charterschools@ed.gov <[REDACTED]>  
Subject: Intent to Request - Weighted Lottery for Colorado CSP program

Dear Leslie,

With this email we inform you of our Intent to Request an amendment to the Colorado CSP application to allow for weighted lotteries for at-risk students that will be consistent with the guidance outlined in E-3 of the January 2014 Charter Schools Program Non-Regulatory Guidance update.

We understand that such amendment must include the information requested under E-3a of the January 2014 guidance update. We intend to submit this requested amendment by February 27, 2014, so that

we may obtain a determination from your agency by March 31, 2014.

Thank you,  
Gretchen Morgan

# Memo

**To:** Leslie Hankerson  
**Cc:** [CharterSchools@ed.gov](mailto:CharterSchools@ed.gov)  
**From:** Gretchen Morgan, Executive Director Choice and Innovation  
 Gina Schlieman, Charter School Program and Grant Manager  
**Date:** February 26, 2014  
**Re:** Colorado CSP Grant - Request an amendment to allow weighted lotteries

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This document serves as application requesting an amendment to Colorado's FY2010-2015 Charter Schools Program (CSP) application to allow Colorado CSP sub-grantees to utilize weighted lotteries for certain groups &/or subgroups of students, as outlined in this memo. The proposal below serves as a draft policy, which will be finalized and published following the federal CSP office's review, feedback, and approval. A copy of the finalized policy will then be disseminated to all Colorado charter school authorizers, existing CSP subgrantees, future CSP applicants, and will be included in the following Colorado CSP documents: Start-up Grant Request for proposals (RFP), Implementation Renewal Proposal instructions, program and grant Guidebook, and other policy and procedure documents. Information from applicants will also be collected and analyzed over the first couple years of allowing weighted lotteries and utilized to revise and refine the policy below.

## **Proposed Weighted Lottery Policy for CSP subgrantees**

Colorado Charter Schools applying for a CSP subgrant may utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (eg. two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students – if approved by both their authorizer and the Colorado CSP program under one or more of the categories below. For example, a charter school might provide each student in an identified category or set of students with two or more chances to win the lottery, while all other students would have only one chance to win.

Category A: Weighted lotteries for schools within geographic school district with desegregation or federal/court orders issued to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific

deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

**Category B:** Provide additional weights within the lottery for students within one or more of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (eg. free or reduced priced lunch eligible students), students with disabilities (eg. identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in one of the following ways:

- When aligned to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.
- When addressing specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the Colorado CSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

Weighted lottery proposals should be included within the Lottery and Enrollment policy submitted by the school with their Eligibility Form and their subsequent Start-up Grant Application where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP non-regulatory guidance, statute, and regulation.

### **Evidence of the State's allowance for Weighted Lotteries**

We currently have no state-wide desegregation or federal/court orders, but individual districts and schools do periodically have these orders/settlements. A copy of the district or school's desegregation or federal/court orders, if a weighted lottery is requested for students under Category A above, will be collected, reviewed, and kept on file to verify that weighted lotteries utilized under this specific category are necessary to comply with Federal or State law.

Attached is a letter from the Colorado Attorney General's office, outlining that while existing the Colorado Revised Statutes and other state regulations and policies concerning Charter Schools do not specifically address weighted lotteries for educationally disadvantaged students (as described in section

1115(b)(2) of the Elementary and Secondary Education Act), state law does permit charter schools in Colorado to utilize weighted lotteries for such students, at their discretion.

### **Review, Oversight, and Monitoring Mechanisms**

In Colorado, Local Educational Agencies (LEAs) authorize charter schools, and as such provides primary oversight for lottery and enrollment policies, procedures and practices. The Colorado Department of Education (CDE) as the State Educational Agency (SEA) provides review and oversight of lottery and enrollment policies, procedures and practices only when schools apply &/or are subgranted under the Colorado CSP grant program.

Here is a summary of current and proposed review and oversight mechanisms utilized by authorizers and CDE:

#### Authorizer review and approval of Charter Application & Charter Contract (LEA Review & Oversight)

Authorizers in Colorado require submission of a proposed lottery and enrollment policy as part of their charter application, which gets reviewed and approved as part of the charter application and contract negotiation process. As LEAs, the authorizer is the primary party responsible for assessing if the lottery and enrollment policy meets the requirements of state statute. The approved lottery and enrollment policy is included as part of the charter school's contract with the district, and any subsequent amendment to the policy would require authorizer approval.

#### Eligibility Form prior to Colorado CSP application submission (SEA Review)

A proposed lottery and enrollment policy and supporting evidence is required to be submitted as part of the Eligibility Form submitted during the Colorado CSP Start-up application process, which Colorado CSP staff review prior to application to alert schools of any required revisions that may be required before they would be deemed eligible to submit an application for CSP grant funding &/or receive CSP funding.

Upon approval and introduction of the state's Weighted Lottery policy expressed in this document, the Lottery and Enrollment Policy submission requirement of the Eligibility Form will be revised to require:

- A copy of any district or school desegregation or federal/court orders regarding which they are seeking to utilize a weighted lottery.
- When seeking to utilize a weighted lottery, their Lottery and Enrollment Policy must include and address the following:
  - Categories and Sets/Subsets of students to receive weights in lottery
  - Amount of weights to be applied to each category/set/subset
  - Rationale for amount of weight to be applied to each category/set/subset
  - Description of mechanism(s) and/or processes that will be utilized to carry out weighted lottery, including district oversight of process.
  - Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

### Submission of CSP application by school & district (LEA & SEA Review & Oversight)

Colorado CSP applicants must have their authorizer review and approve their application, which includes as part of it the Lottery and Enrollment Policy of the school. As part of this application review and approval, LEAs are agreeing as programmatic and fiscal agent for the school that the information in the grant application meets state and federal program requirements, and is consistent with the information they received as part of the charter application process and/or negotiated as part of the charter contracting process.

Upon Receipt of a CSP application by a school, CDE CSP staff again review the Lottery and Enrollment Policy included to ensure it meets eligibility requirements. Should the policy not meet these requirements, the school is invited to revise the policy to meet such requirements before it can receive a CSP sub-award.

### Inclusion in charter contract confirmed (LEA & SEA Oversight)

Before CSP funds can be released to a subgrantee, the school must demonstrate a signed and executed charter contract. The LEA is expected to approve the school's Lottery and Enrollment Policy, procedures and weights as part of charter contract. Upon receipt of a copy of the charter contract, and before CSP funds are released to the school, CDE CSP staff review the contract to confirm, among other things, that the lottery and enrollment policy and procedures included are consistent with the weighted lottery proposal submitted with the CSP application and/or meets the criteria and evidence required of the State's Weighted Lottery policy and other lottery and enrollment eligibility requirements of the state and federal CSP grant program.

### Renewal Proposal submission as schools head into Year 2 of the 3-year CSP grant (LEA & SEA Review & Oversight)

After finishing their first year in the Colorado CSP grant program, subgrantees are required to submit a Renewal Proposal to release them into the implementation phase of their 3-year grant. As part of this renewal proposal, a copy of the schools public and executed Lottery and Enrollment Policy and procedures must be included. As with the initial grant application, the LEA as programmatic and fiscal agent is required to review and approve the Renewal Proposal before submission. Upon receipt, CDE CSP staff review the Lottery and Enrollment Policy and procedures, and seek evidence regarding actual execution practices, to ensure they continue to meet eligibility requirements. Schools where concerns are identified are offered opportunity to revise and/or are engaged in corrective action with technical assistance to rectify the situation before their CSP funding is continued, and in some cases their grant could be terminated.

### Year 2 Spring site visit & Desk Review (SEA Monitoring)

CDE CSP staff conduct a site visit and desk review to each subgrantee in the Spring of Year 2 of the 3-year grant. Evidence of actual lottery and enrollment practices are collected and reviewed as part of this process. Should concerns be identified, schools are offered the opportunity to revise their practices

and/or are engaged in corrective action with technical assistance to rectify the situation, or in some cases their grant could be terminated.

#### Year 3 Winter/Spring CSSI school review visit (SEA Monitoring)

In the Winter or Spring of Year 3 of the subgrantee's 3-year grant, 4-7 members of the CDE's Charter School Support Initiative team conduct a thorough review of the school over a multi-day period. In addition to three day so onsite at the school, Authorizer (LEA), business management, and charter governing board members are interviewed and a variety of documented evidence reviewed. Any violations or concerns regarding CSP grant eligibility and requirements discovered during this process are immediately reported to CDE CSP staff for response.

#### New Monitoring Proposed (SEA Monitoring)

While CDE CSP staff have ensured weighted lotteries have not been utilized by CSP subgrantees, we have had no previous responsibility to oversee the existing use of weighted lottery policies by schools not receiving CSP funds. Because of this, we propose to begin utilizing the following additional monitoring processes:

- CDE staff that oversee Pupil Count days and data submissions regularly review submissions as part of their oversight role. CDE CSP staff will coordinate with our Pupil Count team and with Authorizers to conduct a review each year of a selection of CSP subgrantee schools utilizing weighted lotteries to collect data and information on the actual processes in place for those schools, and to ensure that procedures are established for reporting any violations or concerns discovered to CDE CSP staff.
- CDE CSP staff will incorporate specific questions and documentation requests into Year 2 and Year 3 site visits
- CDE CSP staff will annually review and analyze this information within the context of the weighted lottery proposals approved each year to inform future revisions and clarifications to our CSP Weighted Lottery policy.

#### **Colorado CSP Project objectives relevant to Weighted Lotteries**

*Objective 1: Increase the number of new high-quality charter schools that enable all students to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.*

As seen in Objective 1 of our approved Colorado CSP project, which is also closely aligned to CDE's core strategic objectives, CDE clearly emphasizes that it considers as part of its definition of a "high-quality charter school" the need to ensure that they are enabling "all students" in the state to achieve state content standards, graduate from high school,

As you can see in the following table, which identifies examples of educationally disadvantaged student groups where charter schools currently exceed or fall short of state averages for such groups, there are

still areas where charters schools could use further focus to ensure they are reaching out to and including all types of students.

<b>Educationally Disadvantaged Student Subsets</b>	<b>Statewide population</b>	<b>Charter population</b>
Economically Disadvantaged PK-12 (FRL Eligible)	<b>41.9%</b>	35.4%
Minority Students PK-12	45.0%	<b>45.3%</b>
Students with Disabilities (with IEP) PK-12	<b>10.06%</b>	6.22%
English Language Learners PK-12	14.45%	<b>*23.05%</b>
Migrant Students PK-12	<b>0.25%</b>	*0.22%
Homeless Students PK-12	<b>1.91%</b>	*0.80%

\*Represents percentages from Charter School Institute-authorized charter schools. Aggregate amounts for all charter schools for 2013-14 are still being confirmed by our data services team, but we believe these give an indication at least for this large group of charter schools spread across various areas of our state.

Often charter schools would like to serve a population more similar to the neighborhood/district in which they are located, but have more educationally disadvantaged students that apply that are able to win a placement through the lottery due to high numbers of other students applying (see example below). We would like to allow these schools the opportunity to have a real tool that allows them to provide more chances in these educationally disadvantaged students they so willingly desire to serve. The proposed Weighted Lottery Policy for CSP subgrantees outlined in this document was drafted with these key principles in mind.

**Amount and circumstances of weights to be allowed under the above policy**

As a key basis for our desire to allow weighted lotteries stems from wanting to ensure charter schools are enabled charter schools to be better able to work with educationally disadvantaged students currently underrepresented in their schools, the amount and circumstances of weights must be closely aligned to a strong rationale on why the school needs to add such weights.

As part of the proposed Weighted Lottery Policy for CSP subgrantees outlined above, the School’s rationale for amount of weights must meet one or more of the following for each set/subset of students ascribed with a weight within the lottery (examples are provided based on real scenarios we expect to see in weighted lottery requests):

- Demonstrate alignment to the school’s specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.

*Example of type of response we anticipate potentially seeing & approving under this type of rationale:*

*The four surrounding zip codes adjacent to the neighborhood in which our middle school plans to locate currently have a combined free or reduced lunch eligible student population of 77%, but these students are mostly able to attend local schools that at best have a Priority Improvement status on the state’s School Performance Framework (the second to lowest ranking) and often*

*enter high school significantly behind proficiency. The mission of this particular middle school replication is specifically to serve this group of underserved students within this particular area of the city. Because of our organization's strong reputation in other areas of the city which may cause students from other geographic areas and backgrounds who do have access to quality options to apply to our school, we want to institute a weighted lottery favoring FRL-eligible students to ensure this particular group of students are not marginalized out of the school during the school's lottery process. We thus request to provide FRL-eligible students with a weight of 3 within our lottery process by ensuring these students have three times the chance to be selected than other applicants so that the make-up of our school more closely resembles the make-up of the surrounding neighborhood.*

- Demonstrate the addressing of specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

*Examples of the types of responses we anticipate potentially seeing & approving under this type of rationale:*

*While our school is authorized by the state's Charter School Institute, we are located within the geographic boundary of Adams-Arapahoe 28J district (Aurora Public Schools) where 10.29% of students district-wide have an IEP. In an effort to meet the needs of students with disabilities within the community in which we operate, we request to provide students with IEPs two times the chance to be selected in our lottery than other applicants. The current population of students with IEPs at our school is 6.8%, which we would like to see be at or above the local district's average. We also know that more students with IEPs apply to our school than are selected in through our current lottery policy, and would use the additional weight to provide these students with an additional chance to be selected through the lottery draw. In an effort to attain a position closer to the district average of students with IEPs, we thus request to provide students with IEPs a weight of 2 within our lottery process, which we believe will help us to meet or exceed the district average.*

*Our charter school has made it a priority to ensure that English Language Learners (ELL) are provided with the same high-quality education that our other students receive, and as a result we have developed a program that is very effective. However, because we are located in the relatively affluent mountain community of Aspen, Colorado, we often have more ELL students apply than are able to gain entry through our lottery process. As a result our ELL population only makes up 6% of our student body when our local school district has nearly 10% ELL students and collective surrounding school districts in the Mountain BOCES see an average of 23.75% ELL students at their respective schools. While we intend to employ additional recruitment and outreach to this segment of our local population, we do not believe this alone will be able to significantly reduce this gap as we expect to continue to have our more affluent applicants outnumber those applying with ELL needs. We thus would like to employ a weighted lottery*

*where ELL students are provided with a weight of 3 within the lottery process, which we believe combined with additional outreach will enable us to provide significantly more ELL students the opportunity to achieve educational success through our already demonstrated, successful ELL program.*

## **Weighted Lottery Policy concerning CCSP grant applicants**

Colorado has secured approval from the federal Charter Schools Program (CSP) to allow for the use of weighted lotteries by CCSP grant applicants according to the parameters outlined below.

This policy seeks to enable high quality charter schools to enrol and serve more educationally disadvantaged students in an effort to ensure all students in the state are ensured the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.

Colorado Charter Schools applying for a CSP subgrant may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (eg. two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with two or more chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below, and must be pre-approved by the grant applicant’s authorizer and the CDE Schools of Choice Process.

Category A: Weighted lotteries for schools within geographic school district with desegregation or federal/court orders issued to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

Category B: Provide additional weights within the lottery for students within one or more of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (eg. free or reduced priced lunch eligible students), students with disabilities (eg. identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in one of the following ways:

- When aligned to the school’s specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.
- When addressing specific targets to meet or exceed the geographic district’s or geographic area’s percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

<b>Educationally Disadvantaged Student Subsets</b>	<b>Statewide population</b>	<b>Charter population</b>
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English Language Learners PK-12	14.45%	<b>15.53%</b>
Migrant Students PK-12	<b>0.25%</b>	0.09%
Homeless Students PK-12	<b>1.91%</b>	0.81%

Figures are official October pupil count figures for 2013-14.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the Colorado CSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

Weighted lottery proposals should be included within the Lottery and Enrollment policy submitted by the school with their Eligibility Form and their subsequent CCSP Start-up Grant Application where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP non-regulatory guidance, statute, and regulation.

Before any potential CCSP grant funds could be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy would require authorizer and CDE Schools of Choice approval.

What to include in your CCSP Grant Eligibility Form:

- A copy of any district or school desegregation or federal/court orders regarding which they are seeking to utilize a weighted lottery (if applicable).
- When seeking to utilize a weighted lottery, the Lottery and Enrollment Policy must include and address the following:
  - Categories and Sets/Subsets of students to receive weights in lottery
  - Amount of weights to be applied to each category/set/subset
  - Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified).
  - Description of mechanism(s) and/or processes that will be utilized to carry out weighted lottery, including district oversight of process.
  - Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

## Examples of potentially-allowable examples to be provided to schools upon request.

As a key basis for our desire to allow weighted lotteries stems from wanting to ensure charter schools are enabled charter schools to be better able to work with educationally disadvantaged students currently underrepresented in their schools, the amount and circumstances of weights must be closely aligned to a strong rationale on why the school needs to add such weights.

As part of the proposed Weighted Lottery Policy for CSP subgrantees outlined above, the School's rationale for amount of weights must meet one or more of the following for each set/subset of students ascribed with a weight within the lottery (examples are provided based on real scenarios we expect to see in weighted lottery requests):

- Demonstrate alignment to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.

*Example of type of response we anticipate potentially seeing & approving under this type of rationale:*

*The four surrounding zip codes adjacent to the neighborhood in which our middle school plans to locate currently have a combined free or reduced lunch eligible student population of 77%, but these students are mostly able to attend local schools that at best have a Priority Improvement status on the state's School Performance Framework (the second to lowest ranking) and often enter high school significantly behind proficiency. The mission of this particular middle school replication is specifically to serve this group of underserved students within this particular area of the city. Because of our organization's strong reputation in other areas of the city which may cause students from other geographic areas and backgrounds who do have access to quality options to apply to our school, we want to institute a weighted lottery favoring FRL-eligible students to ensure this particular group of students are not marginalized out of the school during the school's lottery process. We thus request to provide FRL-eligible students with a weight of 3 within our lottery process by ensuring these students have three times the chance to be selected than other applicants so that the make-up of our school more closely resembles the make-up of the surrounding neighborhood.*

- Demonstrate the addressing of specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

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*students district-wide have an IEP. In an effort to meet the needs of students with disabilities within the community in which we operate, we request to provide students with IEPs two times the chance to be selected in our lottery than other applicants. The current population of students with IEPs at our school is 6.8%, which we would like to see be at or above the local district's average. We also know that more students with IEPs apply to our school than are selected in through our current lottery policy, and would use the additional weight to provide these students with an additional chance to be selected through the lottery draw. In an effort to attain a position closer to the district average of students with IEPs, we thus request to provide students with IEPs a weight of 2 within our lottery process, which we believe will help us to meet or exceed the district average.*

*Our charter school has made it a priority to ensure that English Language Learners (ELL) are provided with the same high-quality education that our other students receive, and as a result we have developed a program that is very effective. However, because we are located in the relatively affluent mountain community of Aspen, Colorado, we often have more ELL students apply than are able to gain entry through our lottery process. As a result our ELL population only makes up 6% of our student body when our local school district has nearly 10% ELL students and collective surrounding school districts in the Mountain BOCES see an average of 23.75% ELL students at their respective schools. While we intend to employ additional recruitment and outreach to this segment of our local population, we do not believe this alone will be able to significantly reduce this gap as we expect to continue to have our more affluent applicants outnumber those applying with ELL needs. We thus would like to employ a weighted lottery where ELL students are provided with a weight of 3 within the lottery process, which we believe combined with additional outreach will enable us to provide significantly more ELL students the opportunity to achieve educational success through our already demonstrated, successful ELL program.*



**UNITED STATES DEPARTMENT OF EDUCATION**  
Office of Innovation and Improvement – Office of Charter Schools Program  
February 22, 2013

Gretchen Morgan

Dear Mrs. Morgan:

The Colorado Department of Education (CDE) submitted a waiver request to the United States Department of Education's Office of Innovation and Improvement, Charter Schools Program (CSP), requesting a waiver of Section 5202(d)(1) of the ESEA in order to allow charter schools in the State of Colorado to be eligible to apply for a second CSP sub-grant for the purpose of supporting the substantial expansion of the charter school's enrollment. Under the authority of Section 5204(e) of the ESEA, the Secretary may grant a waiver if: (1) the waiver is requested in an approved application for funds under the CSP; and (2) the Secretary determines that granting the waiver will promote the purposes of the CSP. This letter transmits our determinations with respect to CDE's waiver request.

The CDE is a grantee under the CSP and has submitted a request for the Secretary to waive Section 5202 (d)(1) of the ESEA. Section 5202 (d)(1) prohibits an eligible applicant from receiving more than one CSP sub-grant for the purposes of planning and implementing a charter school. CSP sub-grants may be awarded for up to three years, of which no more than 18 months may be used for planning and program design and no more than two years may be used for the initial implementation of a charter school.

Under CDE's proposal, a charter school would have to demonstrate strong academic performance by receiving a rating of at least "Performance School" under the three-year view of the school's performance on the Colorado School Performance Framework (CSPF). CDE will review all criteria (performance, scale of expansion, etc.) for substantial expansion to confirm a charter school's eligibility to receive a second CSP sub-grant. Eligible charter schools would then be able to participate in the State's normal competitive RFP process used for CSP startup sub-grants.

CDE's original July 17, 2012 waiver request also included a proposal to define "significant expansion" in a manner that would allow separate charter schools (of the same grade levels and in the same Education Provider Network) to expand together, creating a single new charter school and accepting students to the next appropriate range of grade levels from the pre-existing schools. CDE provided an example of "two separate and distinct middle schools expanding into one unified high school." By e-mail dated December 2012, CDE withdrew this part of its waiver request, making the proposed definition of "significant expansion" no longer applicable. As

noted below, Colorado must use a consistent definition for “substantial expansion” that is at least as strict as the definition of “substantially expand” set forth in the CSP’s FY 2011 Replication and Expansion Grant competition.

The Secretary approves CDE’s request to waive section 5202(d)(1) of the ESEA to allow highly successful charter schools in Colorado that have previously received a CSP Planning and Implementation sub-grant to be eligible to apply for another CSP Planning and Implementation sub-grant for the purpose of substantial expansion of the charter school’s enrollment, **subject to the following conditions:**

1. A charter school may not have more than one open planning and implementation sub-grant at the same time;
2. A charter school may receive only one additional planning and implementation sub-grant for the specific purpose of substantially expanding its enrollment;
3. The SEA must follow their specific eligibility criteria, including outstanding academic performance and strong operational history (as set forth in CDE’s July 17, 2012 waiver request), for charter schools seeking a second sub-grant for the specific purpose of substantially expanding their enrollment;
4. The SEA must apply the consistent definition for “substantial expansion” that is at least as strict as the definition of “substantially expand” set forth in the CSP’s FY 2011 Replication and Expansion Grant competition (Notice of Final Priorities (NFP), 76 FR 40898). As stated on page 40892 of the Notice, “substantially expand” means to increase the student count of an existing charter school by more than 50 percent or to add at least two grades to an existing charter school over the course of the grant;
5. A sub-grantee receiving a second CSP planning and implementation sub-grant for the specific purpose of substantially expanding its enrollment shall not use funds to carry out the same project or activities from a previous CSP sub-grant. The expansion must be implemented beyond the original grades and/or enrollment levels for which the school received its original planning and implementation sub-grant and any planning activities must be directly related to the expansion;
6. Applicants for a second CSP sub-grant for the specific purpose of substantially expanding their enrollment must have satisfactorily completed all activities under their previous planning and implementation sub-grant, including complying with all state and federal reporting requirements; and
7. Each applicant awarded a sub-grant under this waiver must meet all program requirements, including receiving an adequate score from a peer review team during a competitive review process and complying with the eligibility criteria and authorized activities of Sections **5202(c)(2)(A-B)**, **5204(f)(3)**, and **5210** of the ESEA.

This waiver is contingent upon the CDE meeting the above conditions and CDE’s review of the criteria of eligible sub-grantees for substantial expansion to confirm a charter school’s eligibility to receive a second CSP sub-grant. This waiver is valid only during the performance period of CDE’s FY2010 CSP grant {U282A100015}.

Should you have any questions or need additional assistance, please feel free to contact Leslie Hankerson ([REDACTED]). We look forward to working with you to expand high-quality charter schools in Colorado.

Sincerely,

[REDACTED]

Stefan Huh  
Director, Charter Schools Program  
Office of Innovation and Improvement

400 Maryland Ave. S.W., Washington, D.C. 20202  
[www.ed.gov](http://www.ed.gov)

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

# Memo

**To:** Charter Schools Program, U.S. Department of Education  
**From:** Gretchen Morgan, Executive Director  
**Date:** January 14, 2013  
**Re:** Subgrantee Closure Procedures for the Colorado Charter Schools Program

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As requested, this Memo outlines the subgrantee closure procedures of the Colorado Charters Schools Program (CCSP), administered by Schools of Choice Office of the Colorado Department of Education. In addition to a summary of relevant procedures, we have also included relevant references from key documents and publications developed for CCSP subgrantees.

**General steps taken by SEA upon subgrantee school closure:** When a subgrantee school is identified for closure by its authorizer, we work with the Authorizer to determine a date at which to terminate CCSP grant funding and to discuss a plan for how curriculum and equipment will be redistributed upon closure to other current and former CCSP subgrantees first (see detailed policy excerpt below).

The Authorizer is required to ensure a Final Grant Report is submitted following closure of a subgrantee school, reporting on grant expenditure and asset inventory of closed subgrantee school. We also require Authorizers to submit a report on the schools to which the specific assets of the closed subgrantee school were distributed, including serial and inventory tracking numbers for each asset redistributed.

**SEA actions concerning unspent funds awarded to a closed subgrantee school:** Since Colorado charter schools are authorized by an LEA, charter school closure policies and procedures are LEA-specific. The Colorado SEA supports each LEA's oversight of school closure, including recovery of any unspent grant funds, inventory of grant assets, and distribution of grant assets. Our grants fiscal team in their desk review of the closing school confirms through a review of the closing school's expenditure report that they do not have grant funds on hand. Should cash on hand be found, our grants fiscal team would work with the LEA to ensure these funds are returned to CDE. Should a subgrantee school that closes have unspent funds from their grant award that are not drawn down before they close, we report the change in grant allocation for this subgrantee to the Federal Program at the end of the Fiscal Year through the normal data collection and performance reporting processes, also adjusting our unspent balance for our program as a whole accordingly. We would then look to re-allocate these unspent funds to a new subgrantee in a subsequent grant year.

**Disposition of Assets upon subgrantee school closure:** Our current policy is that subgrantees are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should a current or former subgrantee charter school close within 10 years of receipt of CCSP funding, the Authorizer is required to notify the our office at CDE of the reason for closure and to notify our office regarding the disposition of assets purchased under this grant are redistributed appropriately. Namely, all non-consumable items of value purchased with CCSP grant funds must be distributed to other public charter schools; schools in the affected district receive first priority and schools throughout the State second priority. The Authorizer is also responsible to file with our office a Final Grant Report that itemizes each asset and serial number/inventory number, and to which school the item was distributed.

We had one subgrantee school go through closure during 2011-12. While we were able to get a final report and inventory on all grant-related assets for the closed school, we recognized in working through the Final Grant Report with both the Authorizer of the closing school that our office at CDE could take earlier steps to ensure that an adequate inventory tracking system that includes both serial numbers &/or tracking numbers for each grant-purchased asset/equipment is in place during Year 1 of the grant award. Thus we are now in the process of communicating a change in policy to our 2012-13 subgrantees, that going forward Annual Financial Reports submitted following each grant award year will not be accepted/approved without a complete listing of relevant serial numbers &/or inventory tracking numbers for each asset/equipment item purchased through the grant. We believe this will continue to help ensure that we have available from all subgrantees the information necessary to enable a smooth transition process should a subgrantee school close.

#### **References: Subgrantee Closure**

*Excerpt from 2012-13 CCSP Grant RFP (p. 12)*

**Final Grant Report.** A final grant report is due to the Schools of Choice Unit at CDE within 30 days of the end of the final budget period (following Year 3). The final report should contain:

- Executive Summary (not to exceed one page)
- A final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.
- A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
- An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds.

*Excerpt from Certifications and Assurances section of CCSP Grant Application*

- Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the Authorizer agrees to notify the Schools of Choice Unit at CDE of the reason for closure and agrees to notify the Schools of Choice Unit regarding the disposition of assets purchased under this grant.

## **Equipment**

Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried.

**(735) Equipment** - Generally items over \$500 each that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases.

For example, do not budget \$25,000 for "computer network." Instead, break down the individual pieces such as \$5,000 for servers, \$10,000 for computers, and \$10,000 for routers and switches. This will help determine reasonableness and allocation of the purchase, along with providing better controls and accuracy related to equipment inventory tracking.

Furthermore, "Small and Attractive" items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and inventoried, regardless of cost. Even though individual computers also rarely meet established thresholds for capitalization from an accounting standpoint, they are referred to as equipment in the grant program. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

## **DISPOSITION OF GRANT PROPERTY**

Anything paid for with federal funds (such as CCSP grant funds) is subject to disposition rules under EDGAR (see 34 CFR 80.32). Please see details within EDGAR, but some general guidelines are as follows:

When property is no longer needed or a charter school that has received CCSP funds closes, the following policy applies:

1. Closing/closed charter schools: All non-consumable items of value purchased with CCSP grant funds must be distributed to other public charter schools; schools in the affected district receive first priority and schools throughout the State second priority. The charter school's authorizer is responsible for notifying the SOC office of the reason for the school's closure, providing a statement of how the assets were/will be distributed, and filing a Final Grant Report.
2. Operational charter schools wishing to sell, give away or dispose of non-consumables purchased with CCSP grant funds MUST document that any proceeds from the sale of such property will go back into the funded Grant Project Goal area (i.e., money from the sale of computers goes into the technology fund). Grant records should reflect depreciation, disposition, and an updated inventory record for six years after completion of grant funding.
3. Alternately, if there is little to no resale value or no resale market for the items to be disposed, schools should look to donate them to another charter school, or if no charter schools are interested and if the fair market value is less than \$5,000, then the items can be disposed of through any other method.

# Memo

**To:** Charter Schools Program, U.S. Department of Education  
**From:** Gretchen Morgan, Executive Director  
**Date:** January 14, 2013  
**Re:** Subgrantee Monitoring Procedures for the Colorado Charter Schools Program

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As requested, this Memo outlines the subgrantee monitoring procedures of the Colorado Charters Schools Program (CCSP), administered by Schools of Choice Office of the Colorado Department of Education (CDE). In addition to a summary of relevant procedures, we have also included a summary timeline and references from key documents and publications developed for CCSP subgrantees.

CDE has implemented several layers of progress and compliance monitoring for subgrantees in its administration of the Colorado Charter Schools Program.

**Monitoring of Financial Management.** As part of our ongoing fiscal oversight of CCSP subgrantees, Annual Financial Reports and an Annual Desk Review are completed.

Annual Financial Reports (AFR) require subgrantee schools and their Authorizers to submit for review a finalized report of how grant funds were spent following the close of each grant year. These reports include an itemized list of equipment, and for 2012-13 will be accepted/approved without specific serial and/or inventory tag numbers paired with each item of equipment. These reports are then reviewed by the CCSP Grants Fiscal Management Team against the Approved Budget and Request for Funds documents submitted during the grant year to ensure there are no fiscal irregularities. AFRs are then kept on file so that CDE has a record of inventoried equipment to assist in the oversight of a potential school closure.

Annual Desk Reviews are completed by the CCSP Grants Fiscal Management Team for each subgrantee following the close of each grant year. These reviews include an in-depth review of financial documents, Annual Financial Reports, Request for Funds, subgrantee annual audits, etc. to ensure there are not financial irregularities. If any irregularities are discovered, the subgrantees funds are suspended pending an investigation. If noncompliance and/or misuse of funds is confirmed, the subgrantee's funding is terminated and any necessary funds recaptured.

A Final Grant Report is also required as subgrantees finish their third and final year of the CCSP grant program. Within this report subgrantee schools and their Authorizer are required to provide a financial narrative report on how the grant was expended for each of the three years and totals for the three-year period, and an expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds.

**Monitoring of Programmatic Compliance.** As part of our ongoing monitoring of programmatic compliance, the CCSP team performs Annual Desk Reviews, Technical Assistance Reports, site visits, and a Final Grant Report.

Annual Desk Reviews are conducted for each subgrantee at the end of their first grant year to ensure that appropriate copies of a signed contract and waivers and other relevant paperwork is on file, Technical Assistance progress is on track, a Charter School Support Initiative (CSSI) visit is scheduled for Grant Year 3, grant award spending is timely, an Annual Financial Report (AFR) has been submitted, and that no financial irregularities have been reported by Grants Fiscal Management. If following the desk review the subgrantee remains in good standing, an Offer to Renew is extended to the subgrantee at the beginning of their second year in the grant program. As part of the Renewal Process, schools are required to provide an update to their original application that includes progress toward their academic and Grant Project Goals, an updated budget request, and any proposed amendments to their original application. These Renewal Proposals are then scored against a rubric that ensures programmatic alignment. Should the Renewal Proposal be approved, grant funds are released to the subgrantee for Grant Year 2, and Grant Year 3 funds are subsequently released upon a clear Annual Financial Report and Desk Review (confirming progress toward academic and project goals) at the beginning of Grant Year 3.

Technical Assistance Reports are provided to subgrantees at Mid-Year and Year-End to track and document subgrantee progress toward meeting the required Technical Assistance requirements of the CCSP grant program. The Mid-Year report is provided to each subgrantee on the status of their progress toward these annual requirements. The Year-End report is provided to each subgrantee in June following the end of each grant year's Technical Assistance offerings. If a subgrantee is not on track with their Technical Assistance requirements at the end of the grant year, they are required to submit a TA Make-up Plan that outlines a strict timetable to get them back on track.

Site visits are conducted in Grant Years 2 & 3 of the CCSP Grant program to assess progress toward Grant Project Goals and overall school quality. During Grant Year 2, an Onsite Visit is conducted by CCSP staff to review a list of indicators (see Year 2 visit rubric below) to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, a review of a checklist of certifications, as well as submission of the AFR. During Grant Year 3, each subgrantee school is

required to secure a site visit by the Charter School Support Initiative (CSSI) team. The CSSI visit is a 3- to 4-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado's charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements.

With the Final Grant Report, subgrantee schools are required to provide an Executive Summary and a final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.

## Subgrantee Monitoring Timeline

When		Monitoring Action	Description
Year 1	January	Mid-Year Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, with report to subgrantee schools.
Year 1	June	Year- End Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, requiring a make-up plan if progress is not on track at the end of each grant year.
Year 2	July	Offer to Renew	Subgrantees in good standing are invited to begin the grant renewal process.
Year 2	August-September	Year 1 Annual Financial Report	School submits for review finalized report of how grant funds were spent.
Year 2	August - November	Renewal Proposal Submission	Subgrantee schools are required to provide and get approved an update on progress toward Grant Project Goals and to programmatic and budget elements, before Year 2 funds are released.
Year 2	August-October	Annual Desk Review - Year 1 activities	Review of Fiscal and Programmatic grant files for each subgrantee school.
Year 2	January	Mid-Year Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, with report to subgrantee schools.
Year 2	Winter/Spring	Year 2 Site Visit	One day visit by CCSP staff to review implementation of programmatic elements, governance, and financial controls
Year 2	June	Year- End Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, requiring a make-up plan if progress is not on track at the end of each grant year.
Year 3	July	Offer to Renew	Subgrantees in good standing are invited to begin the grant renewal process. Subgrantees schools must be on track regarding programmatic and Technical Assistance elements, and have their grant budget re-approved before Year 3 funds are released.
Year 3	August-September	Year 2 Annual Financial Report	School submits for review finalized report of how grant funds were spent.
Year 3	August - October	Annual Desk Review - Year 2 activities	Review of Fiscal and Programmatic grant files for each subgrantee school.
Year 3	January	Mid-Year Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, with report to subgrantee schools.
Year 3	Winter/	Charter School	A comprehensive, multi-day site visit by 4-7 CSSI team

	Spring	Support Initiative (CSSI) visit	members, performing an in-depth analysis of progress toward best practices for academic success, sound governance, and finance practices.
Year 3	June	Year- End Technical Assistance Report	Tracking of progress toward meeting grant Technical Assistance requirements, requiring a make-up plan if progress is not on track at the end of each grant year.
After Year 3	August-September	Year 3 Annual Financial Report	School submits for review finalized report of how grant funds were spent.
After Year 3	August - October	Annual Desk Review – Year 3 activities	Review of Fiscal and Programmatic grant files for each subgrantee school.
After Year 3	August-September	Final Grant Report	A final grant report is due within 30 days of the end of the final budget period (following Year 3). The final report should contain: <ol style="list-style-type: none"> <li>1. Executive Summary (not to exceed one page)</li> <li>2. A final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.</li> <li>3. A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.</li> <li>4. An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds.</li> </ol>
After Year 3	September	Final Grant Disbursement	The final grant disbursement to subgrantees will be held until the Final Grant Report is received and approved.

## References: Subgrantee Monitoring

*Excerpt from 2012-13 CCSP Grant RFP (pp. 10-12)*

### Duration of Grants

The Federal CSP program stipulates that not more than 36 fiscal months of funding be provided to any one sub-grantee, thus the CCSP Grant has been set up to be awarded over three sequential fiscal years.

The CCSP Grant is competitive for Start-Up year (year 1) and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. Start-Up Grant recipients that are in good standing will receive an "Offer to Renew" at the beginning of year 2 to continue grant to cover years 2 and 3. This **Renewal Proposal** process is not competitive, but is subject to available Federal funds and is evaluated by Schools of Choice Staff on the basis of the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward Grant Project Goals as outlined in the Start-Up application. Implementation Grant applications may be submitted prior to the deadline for an earlier review as this is a continuation grant. Up to 25% of the annual award may be accessed before the Implementation Grant is approved, subject to a completed Annual Financial Report for Year 1.

Continuation funding may be terminated if substantial progress is not being made to accomplish the Grant Project Goals articulated in the first-year funded application or if the charter school fails to make satisfactory student academic progress.

## **Participation, Evaluation & Reporting**

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As the Start-Up Grant is available to new charter schools who are able to:

- Demonstrate eligibility
- Participate in regular required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews

Participation is thus an inherent expectation and required in return for funding. Sub-grantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

### **Technical Assistance**

CDE places great value on providing high quality support and training to sub-grantees based on research-proven best practices as a means of ensuring high quality school programs. Sub-grantees will be required to attend a variety of technical assistance events (32 required in total over the three-year grant period, that are intentionally designed to improve each school's chance for success. **NOTE:** Representatives from proposed schools may attend technical assistance events that occur **BEFORE** the Start-Up Grant application is due &/or approved, in anticipation of receiving a grant award. More information is available in the [Technical Assistance](#) section below, and in the [CCSP Guidebook](#).

### **Evaluation**

As a condition of this federal grant, CDE is responsible for evaluating sub-grantees to ensure that they adhere to Federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools three times over three years.

**Year 1** - a Desk Review is conducted at the end of Year 1 to ensure that there is a signed contract and waivers on file, Technical Assistance plans are completed, a Charter School Support Initiative (CSSI) visit is scheduled for Year 3, grant award spending is timely, and an Annual Financial Report (AFR) has been submitted.

**Year 2** - an Onsite Visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, a review of a checklist of certifications, as well as submission of the AFR.

**Year 3** - The CSSI visit is conducted over the course of a 3- to 4-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado's charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvement. The CSSI visit is a requirement of the grant program and may be paid for with grant. More information about the CSSI visit can be found in the Technical Assistance section of the [CCSP Guidebook](#).

Schools that fail to adhere to sub-grantee RFP and federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high risk status until concerns are resolved.

## **Reporting**

The Schools of Choice Unit at CDE is required to track specific information as a part of its Federal CSP grant.

Sub-grantees will be required to:

- Join CDE's Charter School ListServ (see <http://www.cde.state.co.us/cdechart/joinlistserv.htm>). Multiple people from each school are encouraged to be on this list.
- List current board members, with officers identified, including a phone number and e-mail address for each board member listed.
- Notify SOC of any administrator, leadership, or board turnover at the school during the full three-year grant cycle.
- Provide information requested via survey and other data collection projects
- Financial Reporting: An **Annual Financial Report (AFR)** is required to be filed within 30 days of Year 1 & Year 2 grant end dates. The AFR reports actual expenditures made from the grant. If an AFR is not filed, grantees risk losing their funds for the following year.
- **Final Grant Report.** A final grant report is due to the Schools of Choice Unit at CDE within 30 days of the end of the final budget period (following Year 3). The final report should contain:
  5. Executive Summary (not to exceed one page)
  6. A final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.
  7. A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
  8. An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds.
- **Change of Status.** Should the charter school change to non-charter status within ten years of receiving the Colorado Start-Up and/or Implementation grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

*Excerpt from Year 2 Onsite Visit Rubric*

### ***Implementation Grant (Year Two) – Onsite Visit Rubric***

Reviewer:

Date of Review:

Grant contact:

Interview participants:

Indicator	Evidence	Rating (Y/N)	Notes
1. The school is on target to meet grant goals			
2. The school spent grant funds according to			

approved budget			
3. The educational program observed matches the grant app description			
4. The governance structure described in the grant app matches what is observed in the school?			
5. Achievement objectives articulated in the interview match objectives described in the grant app.			
5. A. If achievement objectives have been modified, are revisions appropriate?			
6. The lottery process is consistent with the policy included in the grant app.			
7. Community members are routinely notified about the new charter school and openings for enrollment.			
8. The school employs at least one Special Ed certified teacher.			
9. The interview with the school leader demonstrates that the school understands its contractual agreement with the authorizer as it relates to serving students with special needs (Sped, ELL & G/T)			
<p>10. The school is receiving the following federal funds:</p> <ul style="list-style-type: none"> <li>• Title I, Part A: Improving the Academic Achievement of the Disadvantaged</li> <li>• Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals</li> <li>• Title II, Part D: Enhancing Education Through Technology</li> <li>• Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students</li> <li>• Title IV, Part A: Safe &amp; Drug-free Schools and Communities</li> <li>• Title V, Part A: Innovative Education Programs</li> </ul>			

• Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)			
11. The school can identify assets purchased with grant funds.			
12. The school can demonstrate that professional development activities described in the grant are occurring as planned.			
13. Grant funds are being disbursed to contractors/vendors according to EDGAR timelines.			
14. The school is aware of the process to revise its budget.			
15. The school is aware of future reporting requirements.			
16. The CSSI visit is planned for completion prior to the end of the grant period.			

AFR received (date):

Certifications (confirm at least 7 of the 10)

Certification	Y/N	Notes
Participates in state evaluation		
At least one person on the listserv		
Complies with nondiscrimination laws		
Teachers the US Constitution on Sept. 17 <sup>th</sup>		
Adequate accounting records are maintained		
An inventory list of assets purchased with grant funds is maintained		
Conflicts of interest policies are in place		
Student Internet use is adequately filtered & monitored		
Authorizer received "adequate & timely notice of grant app"		

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

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**Colorado Charter Schools Program (CCSP) Budget Narrative**

The Colorado Department of Education requests \$36,360,000 over a three-year period (October 1, 2015 through July 31, 2018) from

<b>Budget Category</b>	<b>Project Year 1</b>	<b>Project Year 2</b>	<b>Project Year 3</b>	<b>Total</b>	<b>Notes / Justification</b>
<b>1. Personnel</b>					
Costs for grant personnel are detailed below at a rate of 4.15 FTE per year. Years 2 & 3 reflect a 2% Cost of Living and 2% performance-pay increase.					
Associate Commissioner, Innovation, Choice and Engagement Division (currently Rebecca Holmes)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	(0.10 FTE) Reports directly to Commissioner. Supervises CCSP Project Director.
Executive Director of Choice & Innovation (currently Gretchen Morgan)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	(0.40 FTE) CCSP Project Director.
Manager, Schools of Choice Office (Currently Gina Schlieman)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	(1.0 FTE) Manages & Supervises CSP activities. Leads on authorizer, board members & business manager supports.
Grants Fiscal Manager (Currently Marti Rodriguez)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	(0.6 FTE, 0.65 FTE, 0.7 FTE for respective years). FTE increases to mirror increase in number of subgrantees and to cover final grant report in year 3.

Charter & Innovation School Support Coordinator (Currently Kelly Rosensweet)	\$	██████████	\$	██████████	\$	██████████	\$	██████████	(0.5 FTE) Leads on educational outcomes for charter schools, including administrator & topic-based supports and site visits.
CCSP Grant Support Officer (position currently vacant)	\$	██████████	\$	██████████	\$	██████████	\$	██████████	(1.0 FTE) Event coordination, communications, subgrant management.
Executive Assistant for Innovation, choice and Engagement Division (Currently Ellen Porter)	\$	██████████	\$	██████████	\$	██████████	\$	██████████	(0.50 FTE) Supports Associate Commissioner and Executive Director. Provides executive and administrative support to Schools of Choice Office.
<b>Subtotal</b>	\$	██████████	\$	██████████	\$	██████████	\$	██████████	
<b>2. Fringe Benefits</b> Costs of benefits for grant personnel are detailed below. Amounts are based on budget office assumptions for these costs, as indicated. Benefits are provided on a pro-rata basis for all									
Health & Life Insurance	\$	██████████	\$	██████████	\$	██████████	\$	██████████	Health & Life insurance is estimated by Colorado's budget office at a current fixed cost of \$7,927.20 per FTE. Years 2 & 3 reflect a 4% estimated increase for inflation.

Other Benefits	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	Other benefits are based on a percentage of the wages outlined for each individual listed above, and include 10.15% for CO PERA (State Pension), 9.55% for AED/SAED equalization of PERA, 1.45% for Medicare, and 0.22% for Short Term Disability coverage.
<b>Subtotal</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	
<b>3. Travel</b>	<b>Costs of travel for grant personnel for CSP-related activities are detailed below. Mileage is</b>				
Annual 2-day CSP Project Directors' Meeting	\$ 3,100.00	\$ 3,100.00	\$ 3,100.00	\$ 9,300.00	2 attendees @ \$1,550 each; \$71 per diem, \$250 hotel, and \$29 local transportation/incidentals each day for three days, and \$500 roundtrip airfare. Three nights' stay required due to time difference and typical flight schedules.

National Charter School Conference	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 7,200.00	2 attendees @ \$1,200 each: 3-nights stay @ \$71 per diem, \$150 hotel, and \$29 local transportation/incidentals each day, and \$450 roundtrip airfare. Travel to conference requested to present on best practice from Colorado and further develop expertise in charter quality.
National Association of Charter School Authorizers Conference	\$ 2,400.00	\$ 2,400.00	\$ 2,400.00	\$ 7,200.00	Year 1, 5 attendees with mileage reimbursement @ approx. \$60 each per day for 4 days attendance to assist with hosting conference locally in Colorado. Years 2 & 3, 2 attendees @ \$1,200 each: 3-nights stay @ \$71 per diem, \$150 hotel, and \$29 local transportation/incidentals each day, and \$450 roundtrip airfare. Travel to conference requested to present on best practice from Colorado and further develop expertise in charter quality.

Other Education-related, best practice conferences	\$ 3,600.00	\$ 3,600.00	\$ 3,600.00	\$ 10,800.00	Travel to 3 other education-related, best-practice conferences in Colorado or nationally to present best practice &/or grow expertise in strategies for achieving high-quality outcomes for students. 1 person will attend each. \$1,200 travel per conference: 3 nights stay @ \$150, \$71 per diem, and \$29 local transportation/incidentals each day, and \$450 roundtrip airfare or state car rental & gas.
Colorado Charter Schools Conference	\$ 208.00	\$ 208.00	\$ 208.00	\$ 624.00	Mileage Reimbursement for 4 persons @ approx. \$26 per day for two days. Host Authorizer Summit, present on CSP grant to New School Developers, present on other topics of best practice, disseminate resources.
Colorado CSP Technical Assistance Offerings	\$ 2,184.00	\$ 2,184.00	\$ 2,184.00	\$ 6,552.00	Costs for mileage reimbursement for 3 people per event hosted. Based on an average of roundtrip of 50 miles per person for 28 events.

CSP subgrantee school site visits	\$ 2,392.00	\$ 2,392.00	\$ 2,392.00	\$ 7,176.00	Cost for mileage reimbursement for one vehicle. Based on average roundtrip of 100 miles for 46 trips for 57 school site visits annually (some trips will consist of 2 school visits).
Annual Western Slope Seminar	\$ 1,266.00	\$ 1,316.00	\$ 1,416.00	\$ 3,998.00	Cost for 2 persons to travel to host Western Slope Seminar for charter schools and CSP subgrantees on western side of the state. Alternate location in Grand Junction or Durango, CO. \$433 each for 3-days, 2 night; \$125 hotel, \$61 per diem per overnight per person. \$50/day state car rental + approx. \$250 gas. Years 2 & 3 assume a \$50 and \$100 increase respectively in the cost of gas/hotel.
<b>Subtotal</b>	<b>\$ 17,550.00</b>	<b>\$ 17,600.00</b>	<b>\$ 17,700.00</b>	<b>\$ 52,850.00</b>	
<b>4. Equipment</b>	None				
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>5. Supplies</b>	Costs of Supplies for grant personnel are detailed below. Amounts are based on budget office				

Computer Technology	\$ 5,104.50	\$ 5,104.50	\$ 5,104.50	\$ 15,313.50	Average cost of \$1,230 per FTE per year for laptop, docking station and monitors per person to support job function. Based on 4-year replacement cycle.
Office Supplies	\$ 2,490.00	\$ 2,490.00	\$ 2,490.00	\$ 7,470.00	Average cost of \$600 per FTE for job-related office supplies.
<b>Subtotal</b>	<b>\$ 7,594.50</b>	<b>\$ 7,594.50</b>	<b>\$ 7,594.50</b>	<b>\$ 22,783.50</b>	
<b>6. Contractual</b>					
Costs of Contractual supports. All line items listed below will include a formal contract and scope of work detailing exact deliverables and agreed timeframes. Major services are outlined below. The Colorado League of Charter Schools is identified for which it is currently the only viable contractor for such work. Other providers will also be selected in accordance with OMB and CSP federal guidelines.					
Writing Consultants	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	To assist Colorado CSP subgrantee applicants with grant writing support. Based on 160 hours annually (average of 4 hours for each of 40 applicants). Average of \$ [REDACTED] contract hour.

Contracted Support for Administrator Mentoring Cohort program.	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	Contracted support with Colorado League of Charter Schools, or another suitable school-leader support organization, for 35 hours program development, 108 hours planning & facilitation for 6 events, and 40 hours for administration of mentorship component and logistics for events. Average of [REDACTED] per contract hour.
Contracted Support for Charter School Support Initiative (CSSI)	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	Contracted support with Colorado League of Charter Schools, or another suitable organization, for 25 hours contracted program lead for CSSI school visit team, and 54 hours for training of CSSI team leads. Average of [REDACTED] per contract hour.

<p>Contracted Support for planning and content of Annual Finance Seminar, Business Manager Network and Board Fundamentals events.</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>Contracted support with Colorado League of Charter Schools' Business Services and School Quality staff for 120 hours of event planning, presenter recruitment, and event delivery for Annual Finance Seminar conference, 4 Business Manager Network events, and two Board Fundamentals events annually. \$ [REDACTED] per contract hour.</p>
<p>External Reviewer and Charter Data Analysis</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>\$ [REDACTED]</p>	<p>Contracted data services and external reviewer: 235 hours year 1, 325 hours year 2, 415 hours year 3 for external review, research, and data analysis. Increase in hours reflects additional data sources/focuses added each year and gradual building of external review in final report. Average approx. [REDACTED]5 per contract hour.</p>

Contracted Authorizer Facilitator	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	Contracted support from NACSA or other national authorizing consultants for targeted technical assistance for quarterly Authorizer Meetings. Anticipate 20 hours per year @ \$ [REDACTED] per contract hour, for approximately 12 hours planning and 8 hours facilitation at events.
<b>Subtotal</b>	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	\$ [REDACTED]	
<b>7. Construction</b>	None.				
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	
<b>8. Other</b> Costs of Other items not specified other Budget Categories.					
Subgrant Distribution	\$ 10,908,053.61	\$ 11,513,966.37	\$ 12,119,998.85	\$ 34,542,018.83	Distribution of CSP subgrants to eligible applicants selected through annual competition.
Office Rental	\$ 18,736.84	\$ 18,736.84	\$ 18,736.84	\$ 56,210.52	Based on average cost of \$4,515 per FTE.
Postage	\$ 900.00	\$ 1,000.00	\$ 1,300.00	\$ 3,200.00	Based on average annual cost to distribute reviewer packets for annual competition of \$900 for \$35 applicants, adjusted for subsequent years for increased number of applicants and inflation of postage costs.

Printing	\$ 7,200.00	\$ 7,400.00	\$ 7,600.00	\$ 22,200.00	Based on previous years' costs of approx. \$7,000, adjusted upwards these project years based on increase in subgrantee numbers.
Webinar platform	\$ 675.00	\$ 675.00	\$ 675.00	\$ 2,025.00	User fees for 3 individuals for access to webinar platform to offer technical assistance events with webinar option. Also to host topic-based webinar sessions.
Telephone/Fax	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 7,725.00	Average institutional cost of \$500 per FTE for Telephone/Fax service.
Official Functions	\$ 9,000.00	\$ 9,800.00	\$ 10,600.00	\$ 29,400.00	Venue costs associated with hosting 29 technical assistance events (Grant Writers Boot Camp @ 60-80 participants, Grant Reviewers' Training & CSP Grant Review @ 40-50 participants each, CSSI Team Training @ 35 participants, 3 Authorizer Meetings @ 15 participants), for anticipated total of x participants @ approx. \$40.90 each, based on average costs from 2014-15 events.

Conference Registration Fees and other Professional Development	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 22,500.00	Annual Conference Fees: National Charter School Conference 2 @ \$650 each. NACSA Conference 2 @ \$650 each. Colorado Charter School Conference 3 @ \$500 each. Other conferences 3 @ \$500 each. \$2000 annually for additional Professional Development, as needed.
<b>Subtotal</b>	<b>\$ 10,954,640.45</b>	<b>\$ 11,561,653.21</b>	<b>\$ 12,168,985.69</b>	<b>\$ 34,685,279.35</b>	
<b>9. Total Direct Costs (lines 1-8)</b>					
<b>Total</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	
<b>10. Indirect Costs*</b>	9.9% indirect cost agreement with U.S. Department of Education, applicable to all administrative costs. It does not apply to subgrant distributions.				
<b>Subtotal</b>	\$ 51,711.66	\$ 54,592.66	\$ 57,462.87	\$ 163,767.19	
<b>11. Training Stipends</b>	none				
<b>Subtotal</b>	\$ -	\$ -	\$ -	\$ -	
<b>12. Total Costs (lines 9-11)</b>					
<b>Total</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	<b>\$ [REDACTED]</b>	

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mrs.	First Name: Gretchen	Middle Name:	Last Name: Morgan	Suffix:
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Address:

Street1:	201 E Colfax Ave.
Street2:	Schools of Choice Office
City:	Denver
County:	
State:	CO: Colorado
Zip Code:	80203-1799
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
303-866-6740	

Email Address:  


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?  
 Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?  
 Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?  
 Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 04/30/2014

Name of Institution/Organization

Colorado 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						
2. Fringe Benefits						
3. Travel	17,550.00	17,600.00	17,700.00			52,850.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	7,594.50	7,594.50	7,594.50			22,783.50
6. Contractual						
7. Construction	0.00	0.00	0.00			0.00
8. Other	10,954,640.45	11,561,653.21	12,168,985.69			34,685,279.35
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*	51,711.66	54,592.66	57,462.87			163,767.19
11. Training Stipends	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)						

**\*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:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

Name of Institution/Organization Colorado 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.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**