



COLORADO DEPARTMENT *of* EDUCATION

Colorado Charter Schools Program Guidebook

2014-15

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2014-15 GRANT & TECHNICAL ASSISTANCE CALENDAR

Date	Event/ Deadline	Detail	Time
July 1, 2014, Tuesday	Reminder	REMINDER: Year 2 & 3 CCSP Grant recipients can begin incurring expenses for the 2014-15 grant years, though expenses cannot be reimbursed until the 2013-14 Annual Financial Report (AFR) is submitted and initial 25% of 2014-15 award is released.	11:00 AM
August 15, 2014, Friday	Deadline	DUE DATE: Final 2013-14 RFF for the CCSP Grant (For all subgrantees <u>not</u> receiving an extension)	11:00 AM
August 21, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Writers Boot Camp	9:00 AM - 4:00 PM
August 27, 2014, Wednesday	Deadline	DUE DATE: CCSP Grant Tier I Intent to Submit & Eligibility Forms	11:00 AM
August 28, 2014, Thursday	Event	CCSP Implementation Grant Writers Training <i>Webinar</i>	12:00 PM - 2:00 PM
September 3, 2014, Wednesday	Deadline	DUE DATE: CCSP Start-up Grant Reviewers - Applications Due	11:00 AM
September 5, 2014, Friday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
September 12, 2014, Friday	Event	Board Fundamentals	9:00 AM - 2:00 PM
September 12, 2014, Friday	Deadline	DUE DATE - CCSP Tier I Start-up Grant Draft - First Submission Deadline to Writing Consultant (optional)	11:00 AM
September 15, 2014, Monday	Deadline	EXTENDED DUE DATE - Final 2013-14 RFF for the CCSP Grant (For all subgrantees receiving an extension)	11:00 AM
September 16, 2014, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
September 17, 2014, Wednesday	Deadline	REMINDER: Constitution Day - all schools receiving federal funding are required to teach to the U.S. Constitution on this day.	
September 18, 2014, Thursday	Event	CCSP Grant Budget Workshop	2:00 PM - 5:00 PM
September 19, 2014, Friday	Event	Annual Finance Seminar	9:00 AM - 3:00 PM
September 24, 2014, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
September 29, 2014, Monday	Deadline	NORMAL SUBMISSION DEADLINE: CCSP Implementation Grant Renewal Proposals (Response provided by October 14, 2015)	3:00 PM
September 30, 2014, Tuesday	Deadline	DUE DATE: CCSP 2013-14 Annual Financial Report (For all 2013-14 subgrantees)	11:00 AM
September 30, 2014, Tuesday	Deadline	DUE DATE: CCSP Final Report (For all 2013-14 Year-3 subgrantees)	11:00 AM
October 9, 2014, Thursday	Event	CSSI Team PD Day – <i>by invitation only</i>	12:00 PM – 4:00 PM
October 15, 2014, Wednesday	Event	CSSI Team PD Day – <i>by invitation only</i>	9:00 AM – 12:00 PM
October 15, 2014, Wednesday	Deadline	SUBMISSION DEADLINE: CCSP Tier I Start-Up Grant Application	11:00 AM
October 16, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM - 4:00 PM
October 21, 2014, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM

October 30, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Application Review - <i>by invitation only</i>	9:00 AM - 3:00 PM
November 4, 2014, Tuesday	Deadline	NOTIFICATION: CCSP Tier I Start-Up Grant Award	by Close of Business
November 6, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Post-Award <i>Webinar</i>	12:30 PM - 3:30 PM
November 7, 2014, Friday	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
November 10, 2014, Monday	Deadline	LATE SUBMISSION DEADLINE: CCSP Implementation Grant Renewal Proposals (Reponse provided by November 26, 2014)	3:00 PM
November 14, 2014, Friday	Event	Board Continuing Development	2:00 PM - 5:00 PM
November 19, 2014, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
December 5, 2014, Friday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
December 5, 2014, Friday	Deadline	DUE DATE: CCSP Tier I Start-up Grant Recipients - Deadline for submitting required application and budget revisions	11:00 AM
January 6, 2015, Tuesday	Event	CCSP Tier II Start-up Grant Writers' Boot Camp	9:00 AM - 4:00 PM
January 9, 2015, Friday	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
January 13, 2015, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM-4:30 PM
January 14, 2015, Wednesday	Deadline	DUE DATE: CCSP Tier II Intent to Submit & Eligibility Forms	11:00 AM
January 21, 2015, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
January 23, 2015, Friday	Event	Board Continuing Development	2:00 PM - 5:00 PM
January 23, 2015, Friday	Deadline	DUE DATE: CCSP Tier II Start-up Grant Draft - First Submission Deadline to Writing Consultant (optional)	11:00 AM
January 29, 2015, Thursday	Event	CCSP Grant Budget Workshop	2:00 PM - 5:00 PM
February 10, 2015, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
February 17, 2015, Tuesday	Deadline	SUBMISSION DEADLINE: CCSP Tier II Start-up Grant Application	11:00 AM
February 18, 2015, Wednesday	Event	CCSP Tier II Start-up Grant Reviewer Distribution and Training - <i>by invitation only</i>	3:00 PM - 5:00 PM
February 19, 2015, Thursday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
March-April 2015	Reminder	REMINDER: CDE Grants Fiscal Desk Review of all Year 2 CCSP Grant recipients	
March 3, 2015, Tuesday	Event	CCSP Tier II Start-up Grant Application Review - <i>by invitation only</i>	9:00 AM - 3:00 PM
March 6, 2015, Friday	Deadline	NOTIFICATION: CCSP Tier II Start-up Grant Award	by Close of Business
March 10, 2015, Thursday	Event	CCSP Tier II Start-up Grant Post-Award <i>Webinar</i>	12:30 PM - 3:30 PM
March 18, 2015, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
March 20, 2015, Friday	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
April-June 2015	Reminder	REMINDER: Ensure your district is applying to CDE on your behalf for waivers to state statutes.	
April 6, 2015, Monday	Deadline	DUE DATE: CCSP Tier II Start-up Grant Recipients - deadline for submitting required application and budget revisions	11:00 AM
April 7, 2015, Tuesday	Event	Design Thinking 101 Workshop	3:00 PM - 5:00 PM
April 8, 2015, Wednesday	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
April 9, 2015, Thursday	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
April 14, 2015, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
Mid April - Early May, 2015	Reminder	REMINDER: Onsite Visit for CCSP Year 2 grant recipients	

April 24, 2015, Friday	Event	Board Continuing Development Meeting and Webinar	2:00 PM - 5:00 PM
May 1, 2015, Friday	Event	Western Slope Combined Seminar	9:00 AM - 3:00 PM
May 8, 2015, Friday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
May 6, 2015, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
May 15, 2014, Friday	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
June 1, 2015, Monday	Deadline	DUE DATE: CCSP Grant Request to Extend funding period to July 31, 2015	11:00 AM
June 5, 2015, Friday	Event	Board Fundamentals	9:00 AM - 2:00 PM
June 9, 2015, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
June 30, 2015, Tuesday	Reminder	REMINDER: Ensure your waivers to state statutes have been approved.	
June 30, 2015, Tuesday	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/grantcalendar.htm>

The Schools of Choice Office can be contacted at SOC@cde.state.co.us.

Background

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

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

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 Start-Up or Implementation Grant 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 under the Tier I round 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 (no later than April 1st following application). If a Start-Up 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.

Because of the tight timeline for schools applying under the Tier II round, evidence of a signed charter contract must be submitted at the time of application.

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 charter planning and implementation sub-grant.

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 Start-up Grant)

This will allow CDE to consider the merits of school expansions to determine eligibility for the CCSP Start-up 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, new applicants must submit a **CCSP Eligibility Form** and its requested information by **August 27, 2014** for Tier I applicants or **January 14, 2015** for Tier II applicants. 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 invited to submit a Start-Up Grant application.

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 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 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.

Educationally Disadvantaged Student Subsets	Statewide population	Charter population
Economically Disadvantaged PK-12 (FRL Eligible)	41.9%	35.4%
Students with Disabilities (with IEP) PK-12	10.06%	6.22%
English Language Learners PK-12	14.45%	15.53%
Migrant Students PK-12	0.25%	0.09%
Homeless Students PK-12	1.91%	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

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 private preschool associated with a public 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 was/will the community (be) notified of the charter school's opening?
2. What is the date of the first, and thereafter annual, lottery?
3. What is the charter school's definition of "founding family" and what percentage of students were/will be enrolled as children of founding families?
4. What is the charter school's definition of "staff" and what percentage of students were/will be enrolled as children of staff members?
5. Was/Will a lottery (be) conducted for students between the 20% allowable for founding families' students or children of teachers and the school's 100% capacity?
6. How was/will the first class of students (be) enrolled relative to the aforementioned questions?
7. Were/Will any students (be) given priority notice or guaranteed admission?
8. Will any weights be used for educationally disadvantaged groups? If so, outline your policy according to the guidelines above.

Applicants must have a policy of 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 \$3,847,000 has been designated as available for new CCSP Start-up Grant awards for the 2014-15 award cycle (subject to a 2014-15 federal funding allocation).

Grant applicants may request up to \$645,000 over a three-year period. The estimated range of awards for a Start-Up Grant (year 1) is \$196,500 - \$215,000. Subsequent Implementation Grants are subject to a renewal process and are allocated for each of years 2 & 3 at the same award amount as the initial year 1 Start-Up grant.

A Start-Up Grant 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).

Applications that reach a higher score will be awarded with "Distinction" and receive greater funding. 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 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, 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 the grant to cover years 2 and 3. 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 year 2 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 Start-up RFP 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 document, which serves as a resource companion for the CCSP Grant and Program.

Participation, Evaluation & Reporting

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.

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.

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 this 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 Office 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. 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 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 Office at CDE within 90 days of the end of the final budget period (following Year 3). The final report should 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 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.

CCSP Grant Budget Instructions

The proposed budget and the budget narrative should support the Grant Project Goals identified in Part II, Section C of the Renewal Proposal. 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; second-year funds must be drawn down before accessing third year funds, etc. The budget period for the Implementation Grant (years 2 & 3) 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,
- Program expenses outside of the scope of the school's charter; 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 directly with the interaction 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 related to personal services for both permanent and temporary employees. Amounts for 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). Other purchased services could include items such as telephone, travel, printing and postage expenditures.

(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 & 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 according to EDGAR §80.32, §74.34.

(735) Equipment - Generally items over \$125 each or electronic in nature 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 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.

Budget Revision

Periodically an approved grant budget many need revising due to a change in need at the school. Federal regulations ([EDGAR](#)) require a budget revision whenever either of the following is true:

1. A sub-grantee deviates from a budget category (i.e. Instructional – 0600 Supplies, Support – 0300 Purchased, Professional and Technical Services, etc.) where a modification is more than 10% above or below the

approved budgeted amount. It's not per budget line item, but per the whole category's listed on the Budget Summary sheet of the CCSP Grant Budget.

2. Any change or addition in key personnel, equipment, or scope of a project, regardless of the budgeted amount, must be followed by a budget revision.

Here are some guidelines for making such revisions.

- You can make changes to several line items in one revision.
- Changes or additions must still fit within the Grant Project Goals expressed in your CCSP Start-up Grant application, and cannot be altered during the 3-year grant cycle.
- If you no longer want to spend on an item, reduce the amount to \$0. **DO NOT DELETE THE LINE ITEM.** For example, should you receive a donated item for something you requested in your budget, change that line item to \$0 and appropriate those funds to another existing line item or create a new line item.
- With each revision, list the revision number and date of revision on the [CDE CCSP Grant Budget Form](#) cover page.
- Resave the file, including the revision number and the date of submission in the file name.
- Revisions should be annotated in the notes column of the Budget Detail and Equipment tabs of the budget form with an explanation of what was revised and why.
- Each revision should be sent to Schools of Choice staff for consideration.
- The confirmation email that the budget revision is "Approved" will be the official documentation authorizing the changes.
- Upon SOC approval, the revised budget replaces the previously-approved budget.

References and Additional Guidance

Additional information and guidance can be found in Federal [April 2011 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).

General Grant Management

Change of Status

Charter Schools should report to CDE Schools of Choice at SOC@cde.state.co.us any change in the charter status of their school.

Should the charter school change to non-charter status within ten years of receiving CSP grant funds, 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.

Conflicts of Interest

As a nonprofit and an entity receiving public funds, Charter Schools must avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the charter school governing board to be in compliance with conflicts of interest policies.

Misuse of Funds and Grant Termination

If it is determined that any grant funds have been misused, grant funds must be returned to CDE, and CDE may terminate the grant award upon thirty-days' notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

Grant Closeout

Each awarded charter school is responsible for annual fiscal audits including these grant funds. Federal audit requirements contained in the Single Audit Act of 1984 may also apply. The charter school is expected to provide its fiscal agent with complete financial information to satisfy federal and state requirements.

Extension of Time to Expend Grant Funds

The grant fiscal year ends June 30th of each year. If a school anticipates that they will be unable to spend or encumber grant funds by the end of the fiscal year, an extension request must be submitted through your Authorizer and be received at SOC@cde.state.co.us no later than June 1st. An extension, available for year 1 and year 2 sub-grantee schools only, allows up to 30 additional days to expend or encumber funds. An Extension Request Form will be emailed to all sub-grantee schools in May, and will request information regarding the reason for delay, justification for extension, the amount of carryover, and the anticipated timeline and new end date. The extension is subject to approval by CDE and is not guaranteed. A sub-grantee receiving an extension is still bound by the budget that has been approved.

It's important for grantees to monitor their spending throughout the year and make the necessary budget revisions to meet the original deadline. Grantees should not assume they will be granted an extension, rather an extension should be the last resort when budgeting funds. The following year's funding will be held until spending of the extended funds is complete.

Annual Financial Report

Funds cannot be carried over between grant award years. An Annual Financial Report (AFR) is required to be filed within 30 days of Year 1 & Year 2 grant year end dates, or no later than September 30th. The AFR reports actual expenditures made from the grant. If an AFR is not filed, subgrantees risk losing their funds for the following year. Here is an outline of the process for AFR submission and subsequent funding authorization:

1. Complete AFR tabs 6-8 of the [CDE CCSP Grant Budget Form](#)
2. Submit your completed AFR to your Authorizer for review and signature. An authorized representative at your authorizing district/CSI should sign and submit the AFR to Marti Rodriguez (Rodriguez_M@cde.state.co.us) and the Schools of Choice Office (SOC@cde.state.co.us). Completed AFR's will only be accepted when submitted by your authorizer.
3. Complete your final Request for Funds (RFF). The total amount requested for the year should equal the amount you report on your AFR. New fiscal forms will not be released until all prior year funds have been drawn down.
4. Once the AFR and final RFF have been submitted and reviewed by CDE Grants Fiscal, subgrantees entering grant year 2 have the option to request fiscal documents to release 25% of your anticipated award for the year. This 25% is made available to bridge the gap during the budget and application review process between grant years 1 & 2. You may draw down only 25% of the award during this period.
5. 100% of awards will be made once you have received an Award letter from the Schools of Choice office fully approving your year 2 Renewal Proposal or year 3 Revised Budget.

Note: For year 3 schools, you will need to complete only steps 1-3 as part of your [Final Grant Report](#) within 30 days of your grant end date.

Final Grant Report

A final grant report is due to the Schools of Choice Office at CDE within 30 days of the end of the final budget period (following Year 3). The final report should 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 (SFP) 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).

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.

Technical Assistance Offerings

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 CCSP sub-grant recipients. Information on each specific offering is outlined below, as well as the Technical Assistance requirements for CCSP sub-grantees for each of the three years of the CCSP grant cycle. The [2014-15 CCSP Technical Assistance Calendar](#) can be found at the beginning of this Guidebook, and registration and any updates will be listed on our website at <http://www.cde.state.co.us/cdechart/chartecalendar.htm>.

New School & Sub-Grantee Support

New School support is offered in the form of a two-day Charter School Boot Camp to anyone looking to plan a new charter school. Sub-Grantee Support offerings are intended to aide CCSP Grant applicants and recipients in the various application and implementation phases of the three-year grant process.

Charter School Boot Camp

As we continue to raise the bar in terms of school accountability in Colorado, we have a growing need to help charter planning teams ensure they are truly prepared to open and operate a school before getting a charter or applying for the CCSP grant. The Boot Camp training is designed to help planning teams, in both early and late stage planning, get a clear picture of the realities of opening and operating a school. The boot camp training is also designed to be supportive of planning teams. We do not aim to scare off large numbers of planning teams, rather we hope to support teams in finding the gaps in their plan, expertise and personnel so that they can fill these gaps before they open.

The Schools of Choice unit has a number of strategic goals. The Charter School Boot Camp will play a key role in progress toward the following goals:

- Identify promising strategies to promote charter school growth in tough economic times.
- Improve knowledge of and ability to navigate the charter school development and application process.
- Improve charter school leader effectiveness.
- Improve authorizer feedback and review processes to impact charter quality (by including authorizers as a panel to speak to planning teams).

There is a charge of \$20 per day for this event, which covers coffee, lunch, and materials.

CCSP Start-up Grant Writers' Boot Camp

Start-up Grant applicants are required to attend a CCSP Start-up Grant Writers Boot Camp, at which time a [Intent to Submit Form](#) and an [Eligibility Form](#) (attached to the Grant RFP, which is available at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>) should be completed and submitted to Schools of Choice Unit staff. The Start-up Grant Writers Boot Camp is conducted six to eight weeks before each application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training. (See [CCSP 2014-15 Grant Calendar](#) for dates).

There is a charge of \$20 for this event, which covers coffee, lunch, and materials.

Grant Writing Consultants

Once it has been determined that a 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 8 hours of consultant time, for 4 hours each review) prior to submission (note deadlines on the CCSP Grant Calendar). Applicants missing the first deadline will only be receive 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. Applicants seeking proposal consultation should contact the Colorado League of Charter Schools. 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's submitted the first time. The second review 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.

Start-Up Grant Post-Award Webinar

Successful Start-Up Grant applicants will be required to attend the Start-Up Grant Post-Award Webinar where financial mechanics of grant reimbursement, budgeting, and technical assistance requirements will be reviewed. This will be an opportunity for schools to begin a shift in their thinking from application to implementation/action.

There is no charge to participate in this event.

Implementation Grant Writers Webinar

Implementation Grant applicants are required to participate in an Implementation Grant Writers Webinar during the Summer or Fall immediately following their Start-Up (Year 1) Grant. This training will review the aspects of the Implementation Grant Application process, and will be open only to schools in good standing that have just finished their Start-Up Grant year. (See [CCSP 2014-15 Grant Calendar](#) for dates).

There is no charge to participate in this event.

Charter School Support Initiative (CSSI)

The Colorado School Support Initiative (CSSI) mirrors the Colorado Title I School Support evaluation process and CDE's School Quality rubric. Specially trained teams of education experts provide schools a comprehensive evaluation based on [The Standards-Based Teaching/Learning Cycle](#) (second edition) research basis and the [Colorado Standards and Indicators for Continuous School Improvement](#). For charter schools, CDE has added a 9th standard covering board leadership and an 10th standard addressing charter school financial practices. CCSP subgrantees are expected to participate in a CSSI site visit during their third year receiving the grant. The purpose of engaging in this process is to set a course for self-improvement in the early years of development. The CSSI process begins with an intensive three day site visit, after which the school receives a detailed report based on the rubric, with recommendations for research-based steps to improve school performance.

Grant funds may be used to cover the costs associated with the site visit and subsequent implementation of the plan for improvement developed by the charter school based on the CSSI team's report. The cost of the site visit will be dependent on the size of the school and the size of the site visit team. Team size and review cost are determined as follows:

School Size	Team Size	Cost
Student population of 250 or less	5 member CSSI team	\$10,800
Student population of 250-500	6 member CSSI team	\$12,500
Student population of 500-750	7 member CSSI team	\$14,200
Student population of 750+	8 member CSSI team	\$15,900

CSSI Introduction Webinar

This online training is designed to provide CCSP Grant recipient schools with an introduction to the Charter School Support Initiative (CSSI) process and the 3-day site visit & review that is conducted in Year 3 of the CCSP Grant. This event will be conducted in the Fall of each grant year, and a recording will be made available.

Contents will include:

- Purpose of the CSSI process
- Who conducts the visits?
- Standards guiding the process
- Documents needed in advance of the visit
- Schedule of CSSI site visit
- Resulting reports and information provided to the school and governing board

It is recommended that school leaders, business managers, and board members consider attending so that they can begin to prepare their school for the CSSI process. The event is open to any who would like to participate, but is especially recommended for schools in Year 3 of the CCSP Grant.

There is no charge to participate in this event.

Governing Board Support

Effective leadership is the most important determinant of success of any enterprise, but this is especially true with 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 start-up years and as the school grows and strives to meet its potential. To build a solid foundation, school boards must be effective in promoting the school's vision and mission, planning for the future, setting sound policy, modeling professionalism, overseeing finances and evaluation, selecting and managing the school leader, building relationships, etc. Thus the CCSP board training options focus on building, strengthening, and sustaining these capabilities within charter school governing boards.

Board Fundamentals (formerly Regional Board Training)

In collaboration with the Colorado League of Charter Schools, CDE offers a free board fundamentals training twice a year to

- Support new board members by providing a sound introduction to board practice and responsibilities
- Provide a refresher to continuing board members in board leadership roles
- Introduce school leaders to general charter school governing board practices and responsibilities

These events will also offer to continuing board members a place to stay up-to-date and discuss critical board issues.

The following are explicit goals of the Regional Board Training:

General Goals

- Expand charter school knowledge about and implementation of the educator effectiveness act (SB 191)
- Improve charter school leader effectiveness

Board Process

- I understand Open Meetings and Open Records laws and can support the board's efforts to be compliant with the laws.
- I understand the board structure as defined in the bylaws and policies.
- I can support the board in running effective and efficient meetings.

Governance Roles and Responsibilities

- I understand and can fulfill my role and responsibility as a board member.
- I understand the delineation of roles between the board and the school leader.

Finance

- I can explain the fiscal responsibilities that we have as a board.
- I understand and can monitor the fiscal health of the school.

Operations

- I understand and support the administrator in implementing policies developed as a board.
- I am committed to continuous improvement as a board member.

Academic Oversight

- I can explain the academic oversight responsibilities that we have as a board.
- I understand and can monitor the academic progress of the school.

There is a charge of \$20 for this event, which covers coffee, lunch, and materials.

Board Continuing Development (formerly Board Presidents' Council)

These trainings happen four times a year, two hosted in the Denver Metro region and two via webinar. This offering is available to current and future board leaders and board members, and provides a venue for troubleshooting, networking, technical assistance, and discussion. The primary purpose of these trainings is to support board members' knowledge of best practice and evolving policy changes. Board Members can also use this offering to build their network with their counterparts at other schools and reach out to them with questions. Board members may be asked to bring their school leader along to events where content is relevant to them.

The following are explicit goals of Board Continuing Development:

- Improve awareness of evolving policy changes, legislation and regulations that impact charter schools
- Improve charter school board member effectiveness
- I can ensure that my board is compliant in terms of sunshine laws and board process
- I can define the difference between governance and management.
- I can explain how our board assumes fiscal responsibility for our school.
- I can explain how our board measures academic progress and what our role is in terms of academic oversight.
- I can identify the key performance indicators for the key leader at our school, and describe how we will assess effectiveness and communicate that to the school leader.

Each Board Presidents' Council meeting will offer a session on each of the following: Expert Presentations on topics of interest (as determined through survey and informal feedback) and Problem or Topic-based Discussions. Attendees at these events will also have the opportunity to connect electronically with their peers outside of offerings through the BPC open ListServ.

There is no charge to participate in this event.

Charter School Board Training Modules

These modules have been collaboratively developed between CDE, the Colorado League of Charter Schools, and the Charter School Institute to inform and enable charter school governing board members to improve their leadership capacity and model continuous improvement. Governing Boards of charter schools that are receiving the CCSP Start-Up Grant are required to collectively complete all 30 modules within their first year of the grant.

The 30 online modules are free and are housed under the Moodle platform of eNet Colorado, and are available at the following website: <http://onlinelearning.enetcolorado.org/login/>. Schools & Boards can also use their eNet Colorado accounts to register for and access other free online trainings.

Each board module contains a pre-test to assess the user's current level of understanding, a presentation with audio and captions, and a post-test that enables board members to demonstrate their mastery of each topic.

There is no charge to access these modules, but you must register for eNet Colorado (see instructions below). Founding and governing members are welcome and encouraged to register and access these modules at any time, even before their charter or Start-up Grant application. For more information, see the [Access Guide](#) for the Charter School Board Training Modules.

Sign-up to eNet Colorado:

Hi! For full access to courses you'll need to take a minute to create a new account for yourself on this web site. Each of the individual courses may also have a one-time "enrolment key", which you won't need until later. Here are the steps:

1. Visit <http://onlinelearning.enetcolorado.org/login/>
2. Click on the "Create new Account" button.
3. Fill out the [New Account](#) form with your details.

Username:**Password:****Email address:**

- a. For accounts to be used centrally by your charter school's governing board to track its collective progress, enter an email address of one key person who will be responsible for monitoring progress toward completion of the modules. This could be the Board President or Chair, a contact at the school, or a generic email account utilized by the school/board.
Schools participating in or applying for a Colorado Charter Schools Program Grant should choose this option.
- b. For a personal account to track your own individual progress, enter your own email address.

First Name & Last Name:

- a. For accounts to be used centrally by your charter school's governing board to track its collective progress, then enter your *school's name* as it appears on your charter contract where it asks for **First Name**, then put "*Governing Board*" where it asks for **Last Name**.
- b. For a personal account to track your own individual progress, enter your name where it asks.

City/town & Country:

Enter the city/town & Country where you are located.

4. An email will be immediately sent to the email address registered.
5. Read the email, and click on the web link it contains.
6. Your account will be confirmed and you will be logged in immediately to the eNet Colorado system.

Sign-up for the new "Charter School Board Training Modules" Course:

1. Log in to eNet Colorado at <http://onlinelearning.enetcolorado.org/login/> (if you do not have an eNet Colorado account, see the instructions above to "Sign-up to eNet Colorado" before proceeding to the next step).
2. Select a Course:
 - a. Select "CDE-Innovation and Choice"
 - b. Select "Charter School Board Training Modules"
 - c. Click on the "Enroll me" button
3. You can now access the full course. From now on you will only need to enter your personal username and password (in the form on this page) to log in and access any course you have enrolled in. Your courses will display on the left side menu under "My Courses".

Making changes to your eNet Colorado log-in or account information:

You can make changes to your eNet Colorado account (such as email address change, password change, etc.). To do this, log-in to an existing account and select "My Profile" from the left hand Navigation menu. You will then see "My profile settings and a sub-menu list appear in the Administration menu below with links to where you can change your profile information.

Administrator Support

The role of a charter school administrator is exceptionally demanding. Because they are both instructional and business leaders, charter school administrators bear more responsibility than their traditional public school counterparts, particularly when the school is new or experiencing significant growth. They must manage facilities and finances, oversee instructional and operational staff, engage with students, elevate school culture and morale, represent the school to parents and the community, manage conflict, promote the school, ensure the school meets all required laws, encourage academic and professional excellence, and guide the school toward meeting its goals. The CCSP offerings for administrators thus focus on enabling existing and future school leaders to build, strengthen, and sustain these capabilities.

Administrator Mentoring Cohort (AMC)

This program is intended to build leadership capacity among new charter school administrators and those aspiring to be charter school administrators. Building administrators' skills and capacity positively impacts teachers, school culture, school operations, and ultimately student achievement. This offering also helps ease feelings of isolation amongst new leaders by providing a peer network, while enabling mature leaders to develop their mentoring skills. This offering is developed and carried out in partnership with Get Smart Schools (GSS). Experienced mentors with demonstrated success are selected and trained by CDE and GSS staff to design the program and offer mentoring to new leaders.

Additionally, the AMC is an induction program, specifically designed to meet the unique needs and demands of the charter sector, from school administrators who want to validate their initial principal's license. Those who work with an AMC mentor and demonstrating proficiency in the AMC learning targets will be recommended for professional licensure.

This program is geared toward new school leaders or experienced school leaders that are new to the charter school environment, though administrators outside these categories are also welcome to participate.

The AMC Learning Targets are as follows:

1. **I can use effective coaching and evaluation to improve teacher practice and student achievement.**
 - a. I can use effective coaching and evaluation to improve teacher practice and student achievement in reading across grade levels and subject areas.
2. **I can build and develop a strong team of leaders**
 - a. I can identify and develop a team of literacy leaders across the school.
3. **I can lead systemically.**
 - a. I can drive literacy strategic planning, implementation and progress monitoring at my school.
 - b. I can build a daily/weekly schedules that matches our academic program priorities.
4. **I can manage my school's budget and finances**
 - a. My budget allocations for reading are in alignment with the time, resources, and priorities my school has on developing teachers of reading and increasing student achievement in reading.
5. **I can ensure that our school operations run smoothly.**
 - a. I can create and ensure effective implementation of safety procedures for my school.
 - b. I can create, share, and follow strong communication routines.
6. **I can be a model of reflective practice and continuous improvement. (Model through reflective practice in each meeting)**
 - a. I can use the state principal effectiveness rubric to reflect on my own practice and provide the board with input regarding my own ongoing performance goals.

AMC Structure:

The AMC program follows a model that includes work as a cohort team, work with a mentor, written reflections, and site visit observations. The full cohort meets five times per year, and individual participants meet with their assigned mentor on a personalized schedule. Individual mentoring sessions are conducted regionally, and may include school visits, conference calls, and shadowing. Participants who successfully complete the program may be identified and invited to continue in the program as a mentor.

- **AMC Meetings:** Six full day training events throughout the school year, beginning in September. These are planned and facilitated by a consistent team of current and former charter school leaders who have also participated in the revision and planning for the AMC overall. Coffee and lunch are provided.
- **Direct Mentoring:** Each new member of the AMC is paired with a veteran school leader. This mentor meets frequently with the mentee between meetings, and makes themselves available to answer questions and provide guidance to the mentee on an ongoing basis. We expect that the list of people who participate as mentors will change and grow as our cohort of mentees grow in their experience and are ready to help the new leaders who follow in their footsteps. In this way – the AMC is designed to not only build individual school leaders, but also build a strong network of leaders to promote quality beyond their school.
- **Site Visits:** Each AMC meeting kicks off with a site visit, led by the school leader and AMC facilitators, of the hosting school. These will be held from 8:00-9:00 before each AMC training day. Hosting schools will always participate, others are welcome to join. All AMC participants are welcome to join the site visit and debrief. Coming to the school allows the mentor and AMC team leaders to participate in school leadership activities

with the mentee or observe them in a specific leadership role. This greatly increases the quality of feedback we can provide to mentees.

AMC Fees:

There is an annual charge for mentorship and events, depending on the year your school is in the AMC program, as follows:

COHORT	FOCUS	FEE
Planning Stage (Grant Year 1 schools)	Preparing to launch your school	\$1,272 (Covers 2 spring events and 8-10 hours of mentoring)
Foundational Leadership (Grant Year 2 schools)	Building a solid foundation, first 1-3 years of operation	\$4,770 (Covers 6 events and 32-40 hours of mentoring)
Systematic Leadership (Grant Year 3 schools)	Fine tuning practices	\$3,180 (Covers 6 events and 20-25 hours of mentoring)
Strategic Leadership (Mentors)	Developing a team of leaders, instructional coaching	\$20 per AMC event (no mentoring required)

AMC Participants who are not involved in the CCSP grant program, but are seeking induction are charged \$4,770 for 6 events and 32-40 hours of mentorship (the minimum required to demonstrate proficiency in the AMC learning targets for induction).

Individuals that wish to attend individual events without signing up to the mentorship program are charged \$20 per event, which covers coffee, lunch, and materials.

Schools requesting partial or customized participation must obtain prior approval from the Schools of Choice Unit at CDE. CCSP Sub-grant funds may be used to pay for this training program, but not for individual event fees. Administrators from schools outside the CCSP grant program may also participate in the program at the same fee rate with the costs paid by the school direct.

We are in the process of transitioning the AMC into an approved induction program for charter school administrators, and hope to be recognized across the state of Colorado by the start of 2014.

Administrator Mentoring

CCSP Subgrantee schools that do not receive mentoring through the AMC are expected to be involved in mentorship arrangement of their own. Subgrantee schools may utilize CCSP grant funds to cover mentorship costs, but the mentorship arrangement should be reported to the SOC office via a CCSP Training Request Form at the beginning of the academic year outlining:

- Individual being mentored
- Individual providing the mentorship
- Scope of needs-based objectives to be covered through mentorship

Following completion of the mentorship relationship for the year, schools should return the CCSP Training Request Form with"

- the number of mentorship hours completed
- reflections from the mentee on how successful the mentorship was in meeting the specific needs and objectives previously identified

The following are the mentorship targets set for CCSP Subgrantee administrators:

- Grant Year 1 – 8 to 10 hours of mentorship
- Grant Year 2 – 32 to 40 hours of mentorship
- Grant Year 3 – 20 to 25 hours of mentorship

Regional Luncheons

CDE will be facilitating five Regional Luncheons throughout the 2014-15 school year. Charter schools will host the luncheon at a restaurant near their school, followed by an optional tour of the school. These events provide an opportunity for school leaders, administrators, employees, and board members to network and broaden their knowledge, skills and resources. Schools are encouraged to attend the luncheons in their region, but are also invited to join in other regions to broaden their network.

Each Regional Luncheon will include:

- An update from the CDE Schools of Choice office on upcoming offerings, announcements, and deadlines
- A legislative/policy update from the Colorado League of Charter Schools
- Opportunity to share positive things happening at your school
- A chance to network and problem solve any current issues

Events will be hosted at a reasonably-priced restaurant where attendees will be responsible for their own meals, and so attendees should come prepared to cover the costs of their own order/check. Although CDE values and encourages these networking opportunities, CCSP sub-grant funds may not be used for these events.

Business Office Support

Successful charter schools must focus on developing their operational capacity as nonprofit corporations to function with maximum efficiency in order to produce strong results. When charter schools have faltered, it is most often because of finance, governance and operations deficiencies. CCSP offerings thus include trainings and resources for business office support that focus on building, strengthening, and sustaining the skills and capabilities necessary for strong operational and financial management.

Annual Finance Seminar

The Annual Finance Seminar is required for all CCSP Grant recipients, and is held in the Fall each year.

This offering is designed to give business managers, school leaders and board members an opportunity to get up to date with changes in policy or innovations in the field of operations and finance management, and also serves as a kick-off to the Business Managers Network for the year. As such, there will be a large “Business Manager 101” strand of offerings for business managers with less than 3 years’ experience, facilitated by expert business managers from within the Colorado charter school network.

The explicit goals and learning targets for this offering are:

- I understand the basic finance, reporting, governance and policy obligations of running a charter school.
- I can ensure that my school is up to date and compliant in terms of:
 - HR policies and procedures
 - Financial Transparency and Reporting
 - Teacher Licensing/Highly Qualified Requirements
 - Student policies

- Financial policies
- Budgeting processes
- Purchasing Processes
- Facility safety and operations policies

- I can contribute to the clear stable operation of my school.

This offering will include sessions on each of the following: Business Manager 101 training, Expert Presentations on a variety of financial topics geared toward specific audiences (business managers, board members, or school leaders), and Plenary sessions to bring mixed groups together to identify broad themes that relate to individuals in any role.

There is a charge of \$20 for this event, which covers coffee, lunch, and materials.

Business Manager Network Meetings

BMN meetings are hosted jointly by the SOC Unit and the League, occur bi-monthly on a Friday during the school year. Each meeting begins with the Business Manager 101 course for those with less than three years' experience, paralleled by a networking a trouble-shooting session for more experienced managers. This is then followed by Responsive and Technical Expert presentations on key issues of relevance to all Business Managers, as well as some time to work collaboratively to address questions and concerns brought forward by the group. Meetings also include relevant updates by the League and the SOC team.

The basic purpose of the Business Manager Network (BMN) is to support charters in being well-operated and financially sound institutions. This is a difficult job in a charter school. Business managers are usually the only person in their school with their expertise and kinds of responsibilities. Often they have to help school leaders and board stay within compliance. This network is meant to be a support to them as professionals.

The following precise goals focus what is offered at BMN meetings, and are made explicit to recipients of the BMN and included in the introduction and exit ticket for each event. These targets are:

- I understand the basic finance, reporting, governance and policy obligations of running a charter school.
- I can ensure that my school is up to date and compliant in terms of:
 - HR policies and procedures
 - Financial Transparency and Reporting
 - Teacher licensing/Highly Qualified Requirements
 - Student policies
 - Financial policies
 - Budgeting processes
 - Purchasing Processes
 - Facility safety and operations policies
- I can contribute to the clear stable operation of my school.

Each offering will include sessions on each of the following: Business Manager 101 training, Expert Presentations on a variety of topics of interest, and problem-based or topical discussion.

There is a charge of \$20 for each meeting, which covers coffee, lunch, and materials.

Western Slope Offerings

CDE's Schools of Choice office recognizes the geographical distribution of charter schools in Colorado. Pending desire and demand each year, CDE will cross the geographical divide to offer a variety of trainings in a western slope location to enable schools west of the continental divide access to a blend of technical assistance offerings at the Western Slope Seminar. We also make a special effort to provide webinar options for some of our offerings to enable access especially for outlying charter schools. Please see the [CCSP 2014-15 Technical Assistance Calendar](#) and our event website at <http://www.cde.state.co.us/cdechart/chartecalendar.htm> for details on western slope offerings and webinar options.

We are also open to requests for webinar option for events, though this will be subject to staff and technology/equipment availability. Should you like to request a webinar option for a particular event, please let us know well in advance via email at SOC@cde.state.co.us.

Western Slope Seminar

This offering is designed to address a variety of training needs of charter school instructors, leaders, business managers, and board members. Our goal is to not only provide some basic guidance at these events, but also to focus on trends and relevant topics for the charter environment. Pending desire and demand each year, CDE will seek to offer this blend of technical assistance offerings on an annual basis.

There is a charge of \$20 for this event, which covers coffee, lunch, and materials.

Authorizer Offerings

Authorizers and districts play a large role in Colorado's charter structure, so CDE's Schools of Choice office seeks to work collaboratively with authorizers, districts, the League, and the National Association of Charter School Authorizers (NACSA) to continually evaluate and improve the existing landscape.

Authorizers' Meeting

This offering provides charter school authorizers with a resource sharing and networking environment that offers training and discussion on proposed quality standards, the charter application process, contracting, the charter renewal process, monitoring, oversight, charter replication, and charter school restart and turnaround models. There is a strong emphasis on highlighting best practices and developing and reviewing tools for charter oversight.

These meetings are offered four times per academic year at various authorizer and district offices across the state. There is no charge to attend these meetings.

Individualized Training

CDE is now allowing CCSP Sub-grantees some broader choice in the scope and offering of the technical assistance they received. While there are some individualized trainings, like Specialized Governing Board Training, that have traditionally been offered by the Colorado League of Charter Schools, we are recognizing that as our charter school community diversifies, so does the scope of organizations offering quality technical assistance. With this in mind, the Schools of Choice Unit is instituting a new policy where Sub-grantee schools may seek permission to meet a Technical Assistance requirement through a provider of their choice. If approved, Sub-grantee schools may use CCSP Grant funds to cover the cost of the training, and Technical Assistance credit will be provided upon completion. CCSP Grant funds, however, will not be authorized for a training provided by a member of the school's own staff.

An [CCSP Training Request Form](#) must be completed by CCSP subgrantee schools and submitted to the Schools of Choice unit PRIOR TO any individualized training. Here are some examples of individualized training that might be available to your school:

Specialized Instructional Leadership Training

This training can be arranged upon request for administrators or lead teachers and be provided by consultants who are trained in standards and indicators of continuous school improvement. These trainings should address topics such as curriculum alignment, standards-based instruction and assessment, and data-driven instruction and decision making. The cost for this training often varies based on the school's needs and is negotiated between the school and the provider. Up to \$1,000 of sub-grant funds may be used to pay for this training.

Performance Management Training for Boards

This training can be arranged upon request for governing boards and be provided by consultants who are trained in the role of the board in ensuring continuous school improvement. These trainings should address topics such as board monitoring of academic progress, curriculum alignment, standards-based instruction and assessment, and data-driven decision making. The cost for this training often varies based on the board's needs and is negotiated between the board and the provider. Up to \$650 of sub-grant funds may be used to pay for this half-day training.

Specialized Governing Board Training

With a growing number of charter schools in Colorado, there is a constant need for high-quality charter school governing board members. In the interest of continual improvement for board members, boards may request a differentiated training targeted specifically toward areas that have been identified as needing development. These trainings can be provided through the Colorado League of Charter Schools or through another approved provider. The cost for this training often varies based on the board's needs and is negotiated between the board and the provider. Sub-grant funds may be used for this training at a rate of \$650 for a half-day and \$1,000 for a full day.

Unified Improvement Plan Training

Under the Education Accountability Act of 2009 Colorado requires its schools and districts to create an annual Unified Improvement Plan to show the steps they are taking each year to continually improve student learning and system effectiveness. These trainings can be tailored to board members or administrators and should explain the benefits of the UIP process in identifying areas for improvement, developing a plan of action, and carrying out that action. The training can also walk participants through the process for completing the UIP template. An advanced version of this training for experienced schools, which will include a focus on updates made to the UIP over the past year, can also be requested. The cost for this training often varies based on the board's needs and is negotiated between the board and the provider. Sub-grantee schools may use up to \$1,000 of sub-grant funds to pay for UIP training and services.

CCSP Subgrantee Technical Assistance Requirements

A [Technical Assistance Proposal](#) form must also be completed and included as Appendix I, which reflects TA participation from Year 1 (Start-Up Grant), indicates dates any outstanding Year 1 requirements will be met, and proposes how Years 2 & 3 TA requirements will be met.

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 sub-grantees for each of the three years of the CCSP grant cycle.

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.

CCSP Grant: Technical Assistance Requirements	Events per year	Year 1	Year 2	Year 3
Sub-grantee Support				
CCSP Start-Up Grant Boot Camp	2 (Tier I & Tier II)	Required		
CCSP Grant Budget Workshop	2 (Fall & Winter)	Encouraged		
Start-Up Grant Post-Award Webinar	2 (Tier I & Tier II)	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
Governing Board Support				
Charter School Board Training Modules	30 modules, complete collectively	Required	Required	Required
Board Fundamentals	2 (Fall & Spring)	Attend 2 events from this selection	Attend 3 events from this selection	Attend 3 events from this selection
Board Continuing Development	3 (live & via webinar)			
Board Member attends 3 or more break-out sessions at the Colorado Charter Schools Conference	scheduled individually			
Specialized Governing Board Training	scheduled individually with League and other approved partners			
Performance Management Training for Boards	scheduled individually with League and other approved partners			
Administrator Support				
Administrator Mentoring	scheduled individually through AMC or other approved partners	Required (target 8-10 hrs)	Required (target 30-40 hrs)	Required (target 20-25 hrs)
Administrator Mentoring Cohort (AMC) Events	6	Attend 1 event from this selection	Attend 4 events from this selection	Attend 4 events from this selection
Specialized Instructional Leadership Training	scheduled individually with League and other approved partners			
Unified Improvement Planning Training and Facilitation	scheduled individually with League and other approved partners			
Regional Networking Luncheons	5	Encouraged	Encouraged	Encouraged
Business Office Support				
Annual Finance Seminar	1 (in Fall)	Attend 2 events from this selection	Required	Required
Business Manager Network Meetings	4		Attend 3	Attend 3

CCSP Training Request Form

Instructions: Complete all but the last two lines of this form prior to each requested, individualized training, and email it to SOC@cde.state.co.us for pre-approval (CC: the Facilitator). The training will either be approved or not based on its alignment to the needs of the school, the training content, and the expertise of the presenter.

Name of School	
Submitted by	[name of person submitting the request]
Year in CCSP Grant	[Start-Up, Year 2 or Year 3]
Technical Assistance Offering	[List the title of the Technical Assistance offering this request is intended to fulfill]
Specific need identified based on data or school observation	
Names & Titles of individuals participating in this training	
Outline of the training contents	
Facilitator (CC: on pre-approval email request)	[Who will deliver the training? Name person &/or organization]
Date & Time of Training	
Cost	[\$ Amount]
Grant Funds Used	[\$ Amount]
CDE Authorization	This training was authorized/not authorized by _____ in the Schools of Choice Unit on [date].
Reflections following participation	[At least one participant should fill in this section after your training event has finished. You should reflect on what was covered, what was useful to staff/teachers/board members/administrators, and how successful the training was in meeting the specific needs identified prior to the training.]

Following the training, the school will complete the last line and re-email the form to SOC@cde.state.co.us and CC: the Facilitator. Once completion of the training has been verified, the school will be awarded technical assistance credit.

[School Name]

[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). This document serves as a template for that report. Anything in brackets contains instructions and should be deleted before submitting the report. Submit this report to SOC@cde.state.co.us.]

Executive Summary

[Insert here an executive summary of the information covered in this report (not to exceed one page)]

Progress Report on Grant Project Goals

[Include here a final update on each grant goal, including a summary of the progress made on the identified goals, objectives and related metrics (not to exceed 3 pages).]

Final Expenditure Narrative

[Include here a financial narrative report on how the grant was expended for each of the three years and totals for the three-year period. This should take a similar structure to the Budget Narrative section of your grant applications, and should include a summary table of actual expenditures by project goal. Below is a sample table with an example of how you might group and represent expenditure. Below is a sample table with an example of how you might group and represent expenditures. This section is not to exceed 5 pages.]

Brief Description	Year 1 (2010-11)	Year 2 (2011-12)	Year 3 (2012-13)	Total
Project 1: Fully Equipped School				
Classroom Furniture				
Office & Administrative Furniture				
Technology				
Classroom Supplies				
Office & Administrative Supplies				
Project 2: Academic Excellence				
Reading & Writing Curriculum				
Math Curriculum				
School or Classroom Library				
Science Curriculum				
Math & Science Instructional Supplies				
Social Studies Curriculum				
Instructional Supplies				
Project 3: Professional Development				
New Teacher Training				
Administrator Trainings & Mentoring				
Business Support Trainings				
Board Professional Development & Trainings				
Conference Attendance				
Teacher PD Resources				

Expenditure and Inventory Details

This section contains detailed reports on grant expenditures and an inventory of assets purchased through the grant.

Expenditure Detail

[Include or attach here an expenditure report that details 100% of awarded grant funds. Your **Final Annual Financial Report (Final AFR)**, which consists of filling out Tabs 6-8 of your CCSP Grant Budget document, should be submitted as part of this section of your Final Grant Report. **NOTE:** New federal guidelines require you to fill in the serial number or inventory tag number of every individual item of equipment (anything listed on the Tab-4 Equipment budget worksheet) on the equipment tab of your AFR.]

Inventory Report

[Include or attach here an asset inventory of all equipment and non-consumable goods purchased with CCSP grant funds. The Education Department General Administrative Regulations (EDGAR §80.32, §74.34) require this inventory to include the following:

- A description of the equipment
- Manufacturer's serial number, model number, or other inventory identification number
- Source of the equipment (which would be the CCSP grant)
- Acquisition date or date received
- Cost
- If the item was paid for through several funds, the percentage of funds paid through the CCSP grant
- Location and condition of each item
- Disposition information (if you have disposed of anything bought with the grant), to include date of disposal, sale/fair market value price]

Writing SMART Goals for Colorado's Accountability System

As a key part of the contract between a charter and their authorizer, school leaders and developing groups set goals in order to mark a target for achievement of the desired outcomes in implementing a charter model. Four considerations around setting goals include:

- Goals are written in the SMART format described below.
- Goals represent a commitment on the part of the school to meet or exceed authorizer standards for performance areas of Colorado state accountability and align with the school mission and model.
- The school leaders and founders set ambitious goals for student performance but shy away from setting lofty expectations that lack baseline performance data for the proposed student population to establish legitimate, meaningful goals.
- School leaders and founders also set organizational and management goals for the school in order to address matters such as finances, facilities and other operational management; leadership, governance and personnel; attendance and retention rates; strength of community; parent satisfaction and market demand.

What are SMART goals?

SMART goals are specific, measurable, attainable/achievable, researched-based/relevant, and timely.

- *Specific:* Targeted subject area, grade level, and student population
- *Measurable:* Performance/target area must be measurable and include baseline and growth targets
- *Attainable/Achievable:* Percentage of expected change
- *Research-based and relevant:* Subject area; is the goal addressing an urgent need?
- *Timely:* Bound by a timeframe

(SMART goals information from The Leadership and Learning Center)

Goal Setting and Accountability

While it is important that charter schools have enough goals to measure progress relating to their mission, too many goals can become difficult to manage and measure. In addition, **not all goals that your school may develop for internal guidance and strategic planning are necessary for external accountability purposes**. Thus, for purposes of an external accountability plan, most schools would be wise to develop no more than ten to twelve broad goals, with the majority focusing on educational performance. Fewer goals are also acceptable. Each school, however, should use its own discretion to determine a suitable number of goals based on its individual situation and feel free to revisit and modify goals if that makes sense.

Pupil Performance Goals

Colorado State Accountability:

Colorado aims to prepare all students for postsecondary learning or to enter the workforce by the time they graduate from the K-12 system. Four performance indicators exist within the Colorado accountability system:

Academic Achievement (status, i.e. levels of achievement on CSAP)

Academic Growth (Longitudinal growth measure)

Gaps in Academic Growth (subgroups of students lagging behind the general population)

Postsecondary and Workforce Readiness (high school only).

The state has defined specific measures used in characterizing school performance in each performance indicator area. These measures include CSAP, the Colorado Growth Model, dropout rates, graduation rates, and the Colorado ACT. For each measure, the specific metrics that summarize performance include the following (see chart for examples):

Academic Achievement: % of all students performing at the proficient or advanced level on CSAP in reading, mathematics, writing and science for each grade level (3-10) in which students are assessed

Academic Growth: Median Student Growth Percentile in reading, mathematics and writing

Gaps in Academic Growth: Median Student Growth Percentile in reading, mathematics and writing for the following groups of students: free/reduced lunch eligible, minority students, students with disabilities, English language learners, students with below proficient performance.

Postsecondary and Workforce Readiness: Dropout rate, graduation rate, and average Colorado ACT composite score.

Therefore, schools should write SMART goals that reflect the above categories. For an overview of how the Colorado Department of Education evaluates school and district performance in these areas, please visit [District and School Performance Frameworks](http://www.schoolview.org/PerformanceFrameworks.asp) (www.schoolview.org/PerformanceFrameworks.asp) (these are what replaced the School Accountability Reports –SAR). For additional data on these performance indicators and other measures reported by the Colorado Department of Education, please visit [SchoolView Performance](http://www.schoolview.org/performance.asp) (www.schoolview.org/performance.asp).

Sample Pupil Performance Goals

NOTE: All goals are samples and may not reflect the thresholds or targets with respect to developing school group and the population they intend to serve. The intention here is to show a variety of examples with multiple ways to measure each goal in all categories.

ANNUAL STUDENT ACADEMIC ACHIEVEMENT GOALS

Students meet or exceed state standards for mastery in reading, writing, and math.

- 75% of students who attend for two or more years will score Proficient/Advanced on annual CSAP Reading test in 3rd grade.
- Reduce the percent of students at the unsatisfactory level by 10% each year until less than 5% of students are in the unsatisfactory range by 2014 in order to meet AYP targets.
- ___ percentage of students, scoring “Proficient” or “Advanced” on the CSAP, will meet or exceed district averages for students in comparable schools.
- 100% of students who have attended for three or more years will read and write at grade level by the end of 8th grade/10th grade as measured by (CSAP and or interim assessment that is aligned to state standards).
- All student demographic subgroups will meet the AYP targets set across all targets according to the standards established by the Elementary and Secondary Education Act during the 2012-2013 school year.

The following achievement/status goals only apply if data exists for previous school year’s performance for student population:

- Pending baseline data, school will increase the number of students reaching proficiency by ____% by the end of the first school year.
- Increase the percentage of students scoring proficient or advanced in (SUBJECT) from 55% in 2010-11 to 60% in 2011-12 as measured by CSAP.
- Increase minority/special education, etc students scoring proficient or advanced in (SUBJECT) from 36% in 2010-11 to 41% in 2011-12 as measured by CSAP.
- Based on CBLA Assessments (DRA 2/PALS/DIBELS) given in September and May, on average, K-2 students will demonstrate 1.5 years of growth in reading comprehension and decoding.

Reducing “Learning Gap Goals” (Achievement/status)

- Decrease the gap in the percent proficient and advanced among students eligible for Free and Reduced Priced Lunch compared to those who are not FRL by 10% by the end of the ____ school year. The reduction in the gap is a result of increased proficiency for Reduced Priced Lunch students and not a decrease for those who are eligible.

The following goal only applies if data exists for previous school year’s performance for student population:

- Decrease the gap in the percent proficient among minority students compared to non minority students from 20 percentage points in 2010-11 to 10 percentage points in 2011-12. The reduction in the gap is a result of increased proficiency for minority students and not a decrease for those who aren’t minority.

Longitudinal Growth Goals

Students in all grade levels for reading, writing and math (no Growth Percentiles for science) will meet or exceed the growth percentiles of comparable schools (districts/state).

- _____ school will have growth percentiles comparable or higher to the state average (district/comparable schools) of 50th Percentile or typical growth. For students who are not proficient, they will grow more than one year’s growth in one year’s time (above 50th percentile) and students who are proficient will meet their growth percentiles to “keep up” or “move up” as measured by the Colorado Growth Model.
- Students in grades 3-5 that have been continuously enrolled for more than one academic year, will have growth percentiles between the 50th and 75th percentile, in math, reading and writing.
- Students will demonstrate at or above grade level proficiency or students will make annual growth that is sufficient for them to reach proficiency on state standards **by the time they exit our school**.
- All grades/100% of students will meet or exceed their individual growth targets as measured by NWEA’S MAP Assessment.

The following growth goals only apply if data exists for previous school year’s performance for student population:

- Increase the percentage of students making high growth (above 65th percentile) in reading/math from 25% in 2010-11 to 35% in 2011-12 as measured by the Colorado Growth Model.
- Decrease the percentage of students making low growth (below 35th percentile) in reading/math from 30% in 2010-11 to 15% in 2011-12 as measured by the Colorado Growth Model.
- Increase the percentage of minority students/special ed, etc. On Track to Catch Up to Proficient in reading/math from 33% in 2010-11 to 40% in 2011-12 as measured by the Colorado Growth Model.

Reducing “Learning Gap Goals” (Growth)

- Decrease the gap in the Median Student Growth Percentile (MGP) among students eligible for Free and Reduced Priced Lunch compared to those who are not by 15 percentiles by the end of the school year, as measured by the Colorado Growth Model. The reduction as a result of larger Median Growth Percentiles for Reduced Priced Lunch students, and not a decrease MGP for those who are not eligible.

The following growth gap goal only applies if data exists for previous school year’s performance for student population:

- Decrease the gap in the Median Student Growth Percentile among minority students to non minority students by 15 percentiles in 2010-11 to 2011-12 as measured by the Colorado Growth Model. The reduction as a result of larger Median Growth Percentiles for minority students, and not a decrease MGP for non minorities.

Post-Secondary Readiness Goals

- 95% of continuously enrolled students (students who have been at the school XX years?) will graduate on time.
- 95% of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools by the end of 12th grade.

The following post secondary readiness goals only apply if data exists for previous school year’s performance for student population:

- Increase ACT composite score from ___ in 2010-11 to ___ in 2011-12. (can wait for benchmark info to put in percents or use state/district scores)
- 50 percent of 11th grade students will score above 21

Reducing Post Secondary “Learning Gap Goals”

- Increase the graduation rate of minority students by 15% by the end of the _____ school year.
- Increase the graduation rate of minority students from 75% in 2010-11 to 85% in 2011-12.

Non-Academic Goals

_____ school will meet or exceed districts attendance rates. Each year, the school will improve its prior year’s average daily attendance rate until it reaches 95%. The average daily attendance rate of the first year of the school will serve as the baseline measure. Each year, the school’s average daily student attendance rate will meet or exceed the state’s average daily attendance rate for elementary schools.

XX% of students will express a high level of satisfaction with the school. Each year, parents will express XX% satisfaction based on the district’s/school’s survey, which will be administered each Spring. On the measure of overall satisfaction, students will set a baseline score in its first Spring (in the percentage of parents rating their satisfaction as an A or B) and will increase this percentage each subsequent year or at least until the rating reaches 80%.

100% of teachers will possess the ESEA “Highly Qualified” designation. Additionally, principal and Board president will conduct regular analyses to determine school-specific educational, financial and operational goals designed to improve overall school performance.

XX percent of students will participate in service learning and community service opportunities for a total XX hours each school year/each semester.

Charter Goal Areas

As developing school groups think through their pupil performance goals, it is often helpful to develop a chart of the critical pieces of each goal area. Below is an example of how one over-arching goal/part of the mission may be broken down into critical components in order to form SMART goals.

Indicators: represent general dimensions of academic quality or achievement	Measures: general instruments or means to assess performance in each area defined by an indicator	Metrics: specify a quantification, calculation method or formula for a given measure	Targets: specific, quantifiable objectives that set expectations &/or define what will constitute success on particular measures within a certain time period	Benchmarks: compare the performance of an organization to that of exemplars in its field or industry	Sample SMART Goal
Student Achievement (status)	State Assessment (CSAP)	% Proficient or Advanced in reading	Increase overall percent proficient or advanced by 10 percentage points annually in reading	Baseline taken in 2011-12; next taken in 2012-13.	Percentage of 9 th and 10 th grade students scoring proficient or advanced on the reading portion of the CSAP will increase by 10% points from the 2011-12 to the 2012-2013 school year.
Student Progress (growth)	Colorado Growth Model, measured by CSAP	Median Student Growth Percentile	Median growth will meet or exceed the 50 th percentile in writing on an annual basis	Median growth of the state	Based on 2011-12 COGM results, students in grades 3-5 will show 50 th percentile or higher growth on the writing portion of CSAP.
Student Progress (growth)	NWEA-MAP (taken 3 times per year)	Percent of students meeting their growth targets	75% of continuously enrolled students will meet or exceed their NWEA growth targets in math	Average percent of students meeting/exceeding NWEA's National Norms. Note: Alternative Education Campuses (AEC's) or schools serving high risk populations might consider using the AEC national norms .	During the 2011-12 school year, 100% of students in grades 6-8 will meet or exceed their NWEA growth targets in math.

Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Post Secondary Readiness	ACT	Percent of students to score above 21	50% of 11 th grade students will score above 21	Score predictive of admission into a Colorado State University	During the 2011-12 school year, 50% of 11 th grade students will score a 21 or better on the ACT, showing academic readiness for college.
Post Secondary Readiness	Graduation Rate	Percent of continuously enrolled students to graduate on time	Beginning in year four of operation, 95% of continuously enrolled students will graduate on time.	Comparison state and district averages for graduation rates	Over the next four years, the on-time graduation rate will increase from 80% or higher in year 1, 85% or higher in year 2, 90% or higher in year 3, up to 95% in year four.
College Admission	College Acceptance Rate	Percent of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools	95% of seniors planning to attend college will apply and be accepted to 2- or 4-year colleges, or trade and technology schools.	Baseline taken in 2011-12	Over the next four years, the number of students applying for and being accepted to post-secondary educational options will increase from 80% or higher in year 1, 85% or higher in year 2, 90% or higher in year 3, up to 95% in year four.
Gaps	State Assessment-proficiency gaps (CSAP)	Increase percent of minority students scoring proficient or advanced in (SUBJECT)	Increase the proficiency of special needs students from 36% in 2011-12 to 41% in 2012-13 as measured by CSAP.	Baseline taken in 2011-12/ state median student proficiency among minority students compared non minority students http://www.cde.state.co.us/research/GrowthData.htm	School will work to close the achievement gap for minority students in grades 3-5 from 36% proficient or advanced in 2011-12 to 41% proficient or advanced in 2012-13 as measured by the CSAP.
Gaps	State Assessment-growth gaps (COGM)	Decrease the gap in the Median Student Growth Percentile among students eligible for Free and Reduced Priced Lunch compared to those who are not	by 15 percentiles by the end of the school year	State median student growth among free and reduced lunch student compared to those that are not. Available here: http://www.cde.state.co.us/research/GrowthData.htm	School will reduce the growth gap for free and reduced lunch students compared to those that are not by 15 percentiles by the end of the 2012-2013 school year as measured by the COGM.

Organizational and Management Goals

In addition to goals and measures for pupil performance, your accountability plan will require a few goals and measures pertaining to **Organizational and Management Performance**. Many of the general principles and steps outlined above are useful to follow in developing these indicators, though the framing question to guide this task is:

In addition to educational measures, what evidence will show that our school is an effective, well-run institution?

This will be your opportunity to demonstrate success in areas of organizational and operational performance, and areas unique to your program design, such as (but not limited to):

- Financial management and performance;
- Strength and stability of leadership, governance and personnel;
- Facilities and other operational management;
- Enrollment, attendance and retention;
- Staffing and professional development;
- Parent and community involvement; and
- Parent and student satisfaction.

Sample Organizational and Management Performance Goals

Financial management and performance:

- The school will comply with all requirements of the Public School Financial Transparency Act HB10-1036 by posting budgetary and financial documents on or before July 1, 2012, and will continue to update financials throughout the year to ensure accuracy.
- School will have an annual external audit within three months of the close of each fiscal year. The audit will be clean with no significant financial concerns.
- By year five of operation, the school will maintain a reserve of 7-10% of the budget.

Strength and stability of leadership, governance and personnel:

- 100% of school leaders will be expected to participate in weekly professional learning activities during the 2012-2013 school year.
- 90% of board members will have completed the board training modules by the beginning of the Spring semester of the 2012-2013 school year.
- 100% of board members will have been trained in Performance Management for School Boards by the end of the 2011-2012 school year.

Facilities and Operational Management:

- The school will make 100% of all lease and/or debt service payments on time and incur no late payment charges in the 2012-2013 school year.
- The school will have a current Certificate of Occupancy on file and available at all times. (A temporary COO does not meet this standard.)
- The school facility will be in full compliance with all building, fire, safety, and health requirements before students arrive for classes in year one.

- By year five of operation, the school will expend 15% or less of total per pupil funding on occupancy costs.
- Each year, occupancy costs will not exceed 5% of the approved occupancy costs budget.

Enrollment, Attendance, and Retention:

- The school will reach 97% or higher enrollment, according to projected enrollment numbers of 350 students in the 2011-2012 school year.
- The school will maintain 95% attendance during the 2012-2013 school year.

The school will retain 95% of the enrolled students from the 2011-2012 school year to the 2012-2013 school year.

Staffing and Community Involvement:

- 90% or more of teaching staff will be considered highly qualified and be licensed by the Colorado Department of Education by the end of the 2012-2013 school year. 100% of teachers will be highly qualified.
- Teachers will receive 3 formal evaluations and 6 informal evaluations throughout the 2013-2014 school year by school leaders and other teachers and will be offered a weekly coaching sessions from the Director of Curriculum and Instruction throughout the year.
- 100% of teachers will be expected to participate in weekly professional learning activities during the 2012-2013 school year.
- The school will retain 85% of teaching staff from the 2011-12 school year to the 2012-13 school year.
- 95% of parents will participate in parent-teacher conferences by the end of the 2011-2012 school year.
- 50% of parents will volunteer quarterly to support school programs and events during the 2012-13 school year.

Parent and Student Satisfaction:

- 90% of parents will report being satisfied according to a yearly satisfaction survey that will be administered in December and May of the 2011-2012 school year.
- 85% of students will report being satisfied according to a yearly satisfaction survey that will be administered in December and May of the 2011-2012 school year.

Developing your Appendix D: Technology Plan

CCSP Grant Start-Up Applicants who propose use of grant funds for technology purposes are required to fill out Appendix D: Technology Plan. This planning document is designed to help charter schools to think through their technology needs as they design and develop an action plan. The Technology Plan should be limited to 3-5 pages, and be updated at least annually during the 3-year CCSP grant cycle and beyond. This plan is designed to meet the requirements for E-Rate certification and for many grant applications. Below are some additional resources to further aide in the completion of this plan, whether or not you apply for a CCSP Grant.

School Introduction/Demographics

The School Introduction sets the tone for the plan and describes some of the unique characteristics of the school's academic goals and culture of learning that will influence technology decisions. Things like the size, population and demographics of the charter school community are all relevant, as well as any priorities or guidelines that the Authorizer has for its charter schools.

Vision

The vision of the plan is a one-sentence statement to be used to guide all future technology development, planning and purchases. Determination of this vision should not be rushed, as a strong, purposeful vision statement will make the remainder of your plan much easier to identify and develop. An example of a strong statement, "At Magna Carta Middle School, Technology will be an integral part of the curriculum to enhance and individualize learning and assessment."

Goals

Goals identify steps in carrying out the vision, and will generally relate to the categories below. Goals identify the types of technology resources you will have and how they will be used, the method(s) to fund technology purchases and training, address staff development and curriculum integration, identify partnerships, include goals for community access to the technology. Goals should be general enough so as not to limit the technological options that may come available to you. Below are some examples of technology goals. Remember these can serve as a resource, but the goals you identify should be specific to you school, its overall vision and unique learning environment.

Technology. Example:

- Our charter school will provide our students and faculty cutting-edge technologies that enable and enhance individualized learning, engage students and improve staff efficiency.
- Our charter school will provide a technology environment that is accessible, reliable, secure, portable, robust and well supported.
- We will promote a culture that embraces life-long technology literacy.

Curriculum. Examples:

- Computer-based curriculum will be used to improve 4th grade reading test scores by more than 10% each year.
- From day one, online curricula and assessments will be integrated into reading and math courses, as overseen by the Director of Curriculum and Instruction.
- We will provide a technology environment that optimizes creativity and excellence and allows agile implementation of new technology.

Collaboration. Example:

- Our charter school will seek grant funding to enable to keep the computer lab open for community learning and GED development on evenings and weekends.
- Teachers will use technology to collaborate across grade levels and subjects.

Staff Development. Example:

- Charter school staff will develop sufficient technology skills to integrate use into all subject areas.
- We will establish technology education plans for all employees and review annually.

Resources. Example:

- Our students will have the opportunity to take college courses via distance learning technologies.
- Teachers will use technology to access instructional and professional development resources.
- Students will be able to utilize online resources for projects and resources

Funding. Examples:

- Our charter school will commit 5% of our annual funding toward technology.
- Our school district will develop a bonus program for staff members who bring in grant funding.
- We will seek foundation grants, individual contributions, and partnerships to pay for technology costs not covered by the CCSP grant and PPR revenue.

Technology Policies

Every school should identify and maintain policy document(s) that pertain to use of its technology resources. This could be in the form of one all-encompassing policy document, or broken down into separate documents for each group: students, staff/faculty, and community/extra-curricular. Policies should include guidelines for:

- Student/patron policies for accessing equipment and resources. Reference existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If you have no such policy, list a date by which you will have a written policy, and where the policy is located.
- Staff policies for accessing equipment and resources. This should cover the expectations of use and limits of staff with technology.
- School/library policies for providing students, staff, and community members access to resources. These policies cover after-hours or extra-curricular activities involving technology resources.

Action Plan

Once your goals and policies are in place, you will need to think through the following steps toward auctioning these technology goals.

Collaboration

It is important to consider any potential collaboration, as sharing resources will help maximize the resources available on a limited budget. For example, partnering with another school to share library staff and resources. In this section you should identify and 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. Also list any partners in education you wish to develop and what resources they might have to offer. Here are some examples:

- Our school is a member of the South Central BOCES for technology guidance and services including web site development, staff training, technology support and grant writing.

- Our school district will seek an association with the local community college to create a seamless transition from K-12 school to the college setting.

Technology Acquisition

Once you have identified what you can secure through partnerships and collaborations, you will need to make a list of what purchases you will need to make to carry out the technology goals. The list should include 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. Here are some examples to help guide you:

- 35 computers for the high school computer lab to be installed by **November 2013**. A maximum of \$25,000 is budgeted and computers must include no less than 4GB RAM, Intel Core 2 Duo processor 250 GB Hard Drives, and wireless networking capability.
- Site license for Accelerated Reader software will be purchased for the elementary school by **September 2013**. A maximum of \$35,000 is budgeted for software, installation and three days of training for staff.
- CAD software will be purchased for the business classes if funding can be found. An estimated \$10,000 is needed for a site license for the high school industrial arts lab.
- We will acquire a scanner, color laser printer and digital camera with raw file capability at an estimated cost of \$3,500 for the high school journalism class if funding can be found.

Technology Integration into the Curriculum

For each Technology Acquisition item, there should be a distinct justification for how it supports implementation of the school's unique culture and learning environment. Some examples of what you might include:

- Students in grades 3-8 will learn how to use Microsoft Office programs and basic web design elements as a direct support to their acquisition of Colorado State Standards in language arts, social studies and science classes.
- Accelerated Reader will be implemented in grades 2 and 3 starting in **Fall 2013**. In subsequent years, the Accelerated Reader usage will grow to include grade 1 and for remediation.
- CAD software will be used in business, math, science and vocational courses as deemed appropriate by instructors. The software will be loaded on a central server to be accessible on the network.
- The high school journalism class will use the scanner, color laser printer and digital camera to produce a monthly newsletter for all high school students. Other high school teachers can use these technologies as appropriate within their content areas.

Staff Development

In order for the implementation of your technology plan to be effective, teachers and staff will need to understand the roles and skills necessary to carry it out. In this section you will 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. Some examples of what you might include:

- Our computer teacher and business teacher will form a mentoring program in which all interested teachers will be paired with a learning partner for technology training. (Begin **September 2013**). There is no cost associated.

- Our science staff will attend the BOCES mobile training seminar on basic network development to be held in Trinidad on **May 22, 2012**. There is no cost associated.
- Five interested staff members will receive up to \$300 in travel, hotel, and registration expenses to attend the TIE conference in Snowmass in **June 2011**. A total of \$1,500 is budgeted for this staff development activity. Staff members who attend the conference will report to the entire staff in a faculty meeting in **August 2013**.
- All second and third grade staff will receive no less than three training dates for using the Accelerated Reader software.

Resources

It is important to explore the resources and access that will be available to the school. For example, you may not want to purchase a software that requires a minimum of 5 Mbps of internet speed when your school is in a rural area that maxes out at 5.5 Mbps, as you likely will not have guaranteed access at the minimum speed necessary. Thus, in this section you should 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). Some examples are:

- Our school district accesses the Internet via a 7Mbps line from Century Link (Circuit ID: 23YBGA240000)
- Our site licenses include 500 users and unlimited upgrades for MS Office 2010.

Funding Sources

Exploring other available sources of funding as part of the technology plan will help to ensure the best resources. In this section you should list sources of funding you have access to or will seek access to, including any grants you will seek, E-rate funding levels, and percentages of your general fund or capital reserve budgets allocated for technology. Some examples of what to include are:

- Our elementary school will apply for the TLCF EZ grant of \$10,000 to upgrade our computer lab from iMacs computers to MacbookPro to enable better capability and portability.
- For fiscal year 2013, our school will expend 5% of our general operating fund on technology, for a total of \$36,000.
- For fiscal year 2000, our school expects to receive a \$7,000 donation for technology training from the "We are nice to Schools!" nonprofit organization.

Evaluation

Each technology plan should have a way of reviewing and assessing its policies. The below paragraph outlines what this statement might include, and how it might be structured. Schools are, of course, welcome to individualize or tailor this language in whole or in part by replacing the bracketed text.

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].

It is good to keep a "history" of technology planning and implementation by keeping all subsequent versions of your Technology Plan saved in one place as a reference of your school's progress.

Developing your Appendix E: School Library Plan

CCSP Grant funds may be used to support and enhance existing school library media programs, or to supplement the development of a library media center in cases where no program currently exists in the school. CCSP Grant Start-Up applicants that propose use of grant funds for school library purposes are required to fill out Appendix E: School Library Plan. Below is information to help charter schools think through various aspects of their Library Plan.

CCSP Grant and School Library funding

CCSP grant funds may be used to purchase:

- Print, non-print, and electronic resources;
- Computers, software, and essential database subscriptions for use by students and staff;
- Software needed to create an automated card catalog and circulation system, or to connect with an existing system within a school district or other library consortium.
- Shelving used in connection with additional books and materials in the library media center

A library media center is more than just books and computers in a room that is visited only occasionally by the students and staff. To be truly effective, it must be integrated into the school curriculum, with goals and instructional activities that correspond with those of the classroom teacher. Several items to consider building into the development process for a quality school library program are described below.

The school staff and community should examine the existing library program, or what the staff would like to have, and prioritize what is needed. The request should address the elements that will most readily address the needs.

Library Automation (circulation, catalog access)

- A viable automation system can streamline access to materials and resources, enhance learning, and improve media center staff efficiency.
- The cheapest software is not always the best option, nor is the most expensive.
- Weigh the needs against the school's curricular direction, goal, and plans to decide what will work best.
- While non-automated libraries are functional, they limit the long-term knowledge of the students who are unlikely to use a card catalog in outside libraries, or create additional maintenance issues for the librarian, staff, and students.

Considerations

- Price, including ongoing maintenance and subscription costs;
- Is it networkable within the building (if this is intended)?
- Will it allow the school's catalog to be accessible to others outside of the building via Internet or the Colorado Virtual Library (i.e. is it Z39.50 compatible)?
- Are MARC records available for download or by disk for updating the catalog record?
- Does it provide for internal cataloging and bar coding of the collection?
- Which vendors can meet the price and system criteria needed by the school?

Collaboration and Teaching

Research has shown that when teachers and media specialists cooperate in establishing common lesson objectives, plan together, and coordinate their instructional and assessment strategies student achievement improves (see: www.lrs.org for the complete report, *How School Libraries Help Kids Achieve Standards*). It is important that a majority of the staff buys into and supports a collaborative environment when dealing with the library media program and staff.

Considerations

- How will the school media specialist meet with the teachers to plan, develop, and teach instructional lessons aligned with the school's curriculum?
- How will information literacy guidelines be integrated with the school goals and instruction?
- How will assessment methods be incorporated into instructional activities?
- How will class schedules be structured to provide the media program staff with the ability to offer services such as:
 - Instructing students in the use of the media center?
 - Assisting teachers in locating or using resources and databases?
 - The production of graphic, electronic, and other materials?

Resources and Collection

- Building a solid collection of materials in a variety of formats is critical to a properly functioning library media center.
- No single format can serve the students and staff with the tools to meet all needs.
- Books are needed for pleasure reading, research, and information.
- Electronic resources (both CD- and internet-based) are needed for research, teaching online search strategies, and information.
- Access to databases (EBSCO, E-Library, etc.) are needed for current information and research
- All materials should support the curricular goals of the school and align with the development criteria established for the school's library.
- Regional Library Systems and the State Library are two resources that can provide assistance in collection development strategies.

Considerations

- How will the students have access to a school media collection with a balance of print, non-print, and electronic media adequate in quality and quantity to meet the established needs of the curricular program?
- How will media and technology materials and equipment be available to staff and students throughout the school day and school year?
- How will the staff provide input for improving, utilizing, and developing the collection?
- How will the materials and resources support the curriculum and goals of the school?

Developing your Appendix F: Professional Development Plan

It is strongly encouraged that a portion of CCSP Grant funds be used for Professional Development of staff prior to opening and during the first two years of operation. ALL CCSP Start-up Grant applicants are required to complete Appendix F: Professional Development Plan as part of Part II:J of their application. Below is information to help charter schools think through various aspects of their Professional Development Plan.

Vision

This should be a clear statement of your vision for your overall development program for your board, administration, staff, and teachers. It should focus on developing a broad foundation for all professionals to build on. It should relate to the overall vision of the school and should focus on building the capacity to improve student achievement.

Example: The vision of Harvard Academy's professional development plan is to provide a high quality foundation of skills and knowledge, based on a clear needs assessment, for all our professionals, and this training will be reflected in improved student achievement and classroom management.

Goals

- Should be SMART (Specific, measurable, attainable, research-based, and time-phased)
- Should be rigorous, results-based, and data driven
- Should be tied to a needs assessment of the professionals in your school
- Should focus on improving student achievement and development
- EX: By September 2011, 90% of all teachers identified will receive detailed training in our mathematics, science, and history curriculum, as provided by professionals from the National Publishing House.

Tasks

- May include workshops, seminars, study groups, research experiences, mentoring and coaching, partnerships with other teaching/leadership professionals.
- Tasks must focus on providing professionals an opportunity to learn, practice and enforce new behaviors or knowledge.
- Descriptions of your tasks should make it clear how you will reach your goals through these tasks.

Model

- Will most of your training be individualized or will you be training your professionals in groups?
- Are the activities that you are planning based on research or best-practice?
- Has this model been used in a population similar to yours?
- Must take into consideration limited resources and time.

Outcomes/Evaluation

- How will you measure the success of your professional development plan (behavior, attitudes, knowledge)?
- Should directly measure whether or not you have met your previously identified needs.
- Should be both qualitative and quantitative (Ex: Observations that track use of new skills, professionals' self-reflection of value of new training, etc.)

Resources

- Address opportunities to network to make use of other experts.
- Utilize appropriate District opportunities
- Do you have teachers or administration with expertise that can benefit new teachers?
- Identify the resources you will need to provide the training you propose.

Relation to CCSP Grant

- How does your plan for professional development?
- Overlap with other plans in your grant?
- Overlap with library-Will you be purchasing resources and setting aside space in the library for professional development books?
- Overlap with technology-Will your teachers need training on technology?
- Overlap with networking-How will you use professional development to improve networking opportunities?
- Does your budget clearly support your professional development plan?

Characteristics of Promising Professional Development Programs

- They focus on teachers as central to student learning yet include all other members of the school community.
- They focus on individual, collegial, and organizational improvement.
- They respect and nurture the intellectual and leadership capacities of teachers, principals, and others in the school community.
- They reflect the best available research and practice in teaching, learning, and leadership.
- They enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- They promote continuous inquiry and improvement in the daily life of schools.
- They are planned collaboratively by those who will participate in and facilitate that development.
- They require substantial time and other resources.
- They are driven by a coherent and long-term plan that includes continual needs assessment.
- They are evaluated ultimately on the basis of their impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Developing your Appendix G: Performance Management Plan

ALL CCSP Start-up Grant applicants are required to complete Appendix G: Performance Management Plan as part of Part II:B & D of their application. Below is information to help charter schools think through various aspects of their Performance Management Plan.

Relation to CCSP Grant

Charter school grants may be used to implement a new performance management system, improve an existing performance management system and acquire analytical support. Grant funding may be used to purchase and implement the following:

Student Information System:

A software program that collects and stores items such as student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.

Interim Benchmark Assessments/Formative Assessments:

Measures other than the CSAP to look at student progress toward class/school learning goals offers advantages like utilizing a different testing cycle (i.e., fall-spring, bi monthly, etc) which then enables schools to periodically measure student performance multiple times throughout the year and receive quick results that will inform daily instructional decision making. These assessments should be aligned to state and/or national standards.

Data Management System:

A web-based system that stores school information from disparate sources such as, student information systems, test publishers and interim benchmark assessments allow for quick student analysis of multiple indicators. A data management system links systems together. The objective of such systems is to create a single, powerful source of key student, school and organizational information that enable the translation of discrete data into actionable information, supporting sustained improvement.

Technical Support:

Includes consulting support for school performance analysis of student data and trainings.

Hardware and equipment/software upgrades necessary to run any of these programs (may include computers, servers, network security, etc.).

Developing a Quality School Performance Management System

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. There are some useful tools available on the Colorado Department of Education related to school performance at www.schoolview.org. As changes are being discussed at the federal level with the reauthorization of the Elementary and Secondary Education Act, the anticipation is that similar areas of school performance will be utilized in measures of school quality. First and foremost however, is that the regular use of data to inform decision-making is a characteristic of effective schools. Data-driven decision-making is facilitated by the use of high quality performance management strategies and technologies that gather, organize, analyze, report and share information about student and school performance.

In choosing a performance management strategy, school leaders should assess their school's needs and capacities and evaluate the functionality, costs and ease of implementation of any prospective system, including those

currently used by their district. The Colorado League of Charter Schools has conducted a review of performance management systems to help answer some of these questions. To view some of the commonly used assessments that charter schools in Colorado have identified and view a national searchable interactive database on assessments where you can do side-by-side comparisons visit www.coloradoleague.org. The grant request should address the factors above and describe the purposes and objectives the chosen strategy will meet, the anticipated implementation schedule, and the anticipated training schedule. Be sure to tie any training related to performance management to the professional development plan submitted as part of this grant proposal.

Student Information System

A Student Information System (SIS) is the first step in an effective performance management strategy. A SIS is a software program that collects and stores student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.

General Considerations

- What SIS is currently used by your district/authorizer and what is the cost of using it for your school? You will need to link to that system in some manner regardless of the system used in your school. You will also want to be sure you have established a process and agreement for sharing data with your district/authorizer; do you have a written arrangement for sharing data?
- What is the cost of the system including licensing, equipment, security requirements and
- ongoing management and training? How will upgrades be provided?
- How will necessary training for implementation and ongoing use fit with your school's professional development schedule and budget?
- Have you checked with the Colorado League of Charter Schools (www.coloradoleague.org) or other charter schools for additional resources and conducting due diligence in selecting your system?
- There are many competing SIS's at different price points, each with differing functionality and potential for expansion. Popular SIS's include Infinite Campus, PowerSchool,, RenWeb. , Administrators Plus, Teacher Ease, etc. Some schools get started by using Microsoft Access or Excel; however, this should be viewed as a short-term strategy only.

Budget Considerations

Student Information Systems vary in what their cost structure looks like and the arrangement you have with your authorizer/district if you are using their system. However, most SIS's have one-time implementation costs incorporated into the system setup in the form of trainings and license fees. Costs are determined on an annual per student basis, on average around \$12 per student. However, this is prior to any additional district fees, and for Infinite Campus, there is a minimum required cost of \$5,000 per year. Additionally, many districts do not invoice schools but withhold a percentage of schools' PPR dollars (usually around 3-5%) to cover the cost of the SIS (considered one of the "administrative costs").

To better put the cost and the variance on how this looks different in each school and district into perspective, here are some examples. A school in Douglas County with 478 students paid \$11,003 for Infinite Campus. While one small rural school, with a student enrollment of 26 has 5% withheld out of their PPR dollars by the district annually to cover their administrative overhead in which the SIS is included as one of these administrative costs. This cost falling into the category of "administrative costs".

Generally, you will want to plan on budgeting between \$5,000-\$10,000 per year for the SIS, again depending on your size and your arrangement with the authorizer/district. Below are several examples, illustrating the cost breakdowns. Please note that professional development costs may not always be included in the cost samples

below as many schools receive training through their districts; nonetheless, trainings are a necessary component of using this system effectively and should be included in your budget and calendar on an annual basis.

Sample Cost Breakdown for Student Information Systems

Illustration 1: School in Colorado Springs with 1,025 students (using IC with their authorizer) and their costs for SIS in 2009-10 school year.	
Infinite Campus Base Application:	\$4,668.00
Hosting-Small District Server:	\$2,500.00
Software Support & Updates:	\$2,334.00
Totals:	\$9,502.00

Illustration 2: School with 250 students using PowerSchool				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
PowerSchool Subscription+Hosting Fees	250 Students	Min. Applies		\$2,500
PowerSchool Subscription+Hosting Fees	1 Annual Fee		\$400	\$400
Sub-Total License Fees				\$2,900
MAINTENANCE AND SUPPORT				
PowerSchool Annual Maintenance & Support	250 Students	Included		\$0
Sub-Total Year 1 Maintenance and Support Fees				\$0
PROFESSIONAL SERVICES				
PowerSchool Implementation Services - Basic Setup	1 Fixed Rate		\$4,200	\$4,200
PowerSchool Implementation Services- School Setup	1 Fixed Rate		\$600	\$600
Sub-Total Professional Services				\$4,800
TRAINING SERVICES				
Essential PowerSchool Product Education Annual Subscription	1 Subscription		\$2,500	\$2,500
Sub-Total Training Services				\$2,500
TOTAL COST - ALL FEES AND SERVICES				\$10,200
ESTIMATED ON-GOING COSTS				
PowerSchool Annual Subscription + Hosting Fees (Includes SSL)	250 Min. Applies			\$2,900
Illustration 3: School with 555 students using PowerSchool				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
PowerSchool Perpetual License Fees	555 Students		\$18	\$9,990
Sub-Total License Fees				\$9,990
MAINTENANCE AND SUPPORT				
PowerSchool Annual Maintenance & Support	555 Students	Included		\$0
Sub-Total Year 1 Maintenance and Support Fees				\$0
PROFESSIONAL SERVICES				
PowerSchool Implementation Services - Basic Setup	1 Fixed Rate		\$4,200	\$4,200
PowerSchool Implementation Services- School Setup	1 Fixed Rate		\$600	\$600
Sub-Total Professional Services				\$4,800
TRAINING SERVICES				
Essential PowerSchool Product Education Annual Subscription	1 Subscription		\$2,500	\$2,500
Sub-Total Training Services				\$2,500
TOTAL COST - ALL FEES AND SERVICES				\$17,290
ESTIMATED ON-GOING COSTS				
PowerSchool Annual Subscription + Hosting Fees (Includes SSL)	250 Min. Applies			\$2,500

On-Going Pearson Subscription/Maintenance. & Support Fees are invoiced at then current rates & enrollment per terms of the Licensed Product Agreement. On-Going Pearson Subscription/ Maintenance. & Support Fees are invoiced on the anniversary date of the purchase. PowerSchool Premier Maintenance & Support is based on a

\$2,500 minimum annual fee. PS Standard Imp. Services delivered by Pearson must be completed within 90 days of Implementation Start or additional costs may apply.

Interim Assessment

Interim benchmark assessments enable schools to periodically measure student performance multiple times throughout the year and receive timely results using valid and reliable tests aligned with state standards, which aid schools in making data-driven decisions during the school year.

Colorado's growth model provides a useful dimension to CSAP data allowing schools to gather both status data (% proficient) and growth data (growth percentile). Publically available data on all schools in the state is available at www.schoolview.org. The use of an interim assessment enables longitudinal analysis of student progress using a measure other than the CSAP and on a different testing cycle (i.e., fall-spring). Common interim assessments among Colorado charters include Northwest Evaluation Association's (NWEA) MAP Assessment, Scantron, Galileo, Acuity, Iowa Test of Basic Skills (ITBS), Stanford 10 (SAT 10), EXPLORE, etc.

General Considerations

- How will you use the results of the interim assessment to inform instructional practices?
- Is the interim assessment "computer adaptive?" That is, does the testing system adjust the difficulty of questions based on student responses?
- If the assessment is computerized, do you have the technology infrastructure to support the implementation? Do you have enough computers and adequate lab space for the testing days?
- Is the assessment aligned to Colorado standards? Other standards implemented in the school program? Does the assessment align to the proficiency categories for the CSAP?
- Are other schools in the district/charter community using the assessment? If so, have you connected with any of those folks to talk about likes/dislikes, tips, etc?
- What, if any, hardware upgrades are needed for the school to use the assessment?
- What are the costs of the system including ongoing maintenance?
- How will the necessary training fit with your school's professional development schedule and budget?
- How will training be provided- through your district, vendor, the League's Performance Management Team, CDE?

Formative/Classroom Assessments

Formative assessments are both a process of instruction and a variety of products on which specific and frequent feedback are given.

Formative/Classroom assessments are administered more frequently than interim assessments (daily, weekly, bi monthly, etc), can be formal and informal, and enable a grade level team to gauge levels of success and adjust their instructional efforts accordingly. Formative assessments are often teacher designed, consistent across grade levels, and match the scope and sequence of performance objectives that will appear on upcoming benchmark assessments.

Formative assessments help educators know if, and to what degree, students are making progress toward school/class learning goals and help inform instructional decision making

General Considerations

- How does your schedule enable your teachers to meet around data?
- Are your current assessments giving useful data to teachers so they can effectively adjust instruction to improve student performance?

- Does the assessment allow your teachers to create benchmark and formative assessments?

Budget Considerations

- Interim assessment costs are generally based on an annual per student basis and often require that you administer to a certain percentage of your whole school population. Costs average between \$12.50-\$14.00 per student, depending on which subjects are tested and some other factors e.g. materials, etc). If the assessment is paper or pencil you will have to factor in the cost of materials. There is usually a one-time implementation cost, which includes implementation trainings, with interim assessments. You should plan on annual trainings thereafter.
- Many charters are using an interim assessment with their authorizer/district, while others are using independently. Generally, you will want to plan on budgeting between \$6,000-\$12,000 per year for these assessments, dependent on your size, the assessment, trainings and if you are using multiple assessments. Again to better understand the cost, here are some samples with some different assessments cost breakdowns. Please note that professional development costs always be included in the cost samples below, as schools receive training through their districts; nonetheless, trainings are a necessary component of using this system effectively and should be included in your budget and calendar on an annual basis.
- Formative/Classroom Assessments can be informal assessments like flags, tickets out the door, clickers, thumbs up, fingers 1-5, mini assessments at the end of every class, teacher-created assessments (pre & post), or end of unit assessments.
- School calendars are one of the “cheapest” ways to improve performance for students. Giving teachers *time* to meet about data and a safe environment in which to *collaborate* about instructional strategies, is an important practice that has a strong, positive impact on student achievement.

Sample Cost Breakdowns for Interim and Formative Assessments:

Illustration 4: Interim Assessment Cost Structure-Three Different Assessments			
	NWEA's MAP Assessment	Scantron	Galileo K-12 Online
One Time Implementation Training (Delivered by Vendor) Required: Yes/No?	\$2,700 Yes	\$2,500 Yes	\$2,700 No
Annual Per Student License Fee	Ranges \$12.50-\$15.00/Student	Ranges \$15.00-\$16.00/Student	Ranges \$8-\$9/Student
Training Series (Delivered by Vendor)	\$3,200 Each; Multiple trainings	\$2,300 Each; Multiple trainings	None; all ongoing PD is offered online at no additional cost

Illustration 5: School with 220 students using Galileo K-12 Online (2011-12)				
Description	Quantity	Unit	Unit Price	Year 1 Total
LICENSE / SUBSCRIPTION FEES				
Annual Per Student License Fees	220	Students	\$9.09	\$2,000
TRAINING SERVICES				
On-site training	1	PD	\$3,500.00	\$3,500.00
OPTIONAL SERVICES				
Optional Scanline (electronic service facilitating offline testing & online aggregation). Does not include scanner.	1	scanner	\$460	\$0
TOTAL COST - ALL FEES AND SERVICES				\$5,500
ESTIMATED ON-GOING COSTS				
Annual Per Student License Fees	220	Students	\$9.09	\$2,000

Illustration 6: First Year using NWEA's MAP Assessment independently with 150 students (computerized assessment)	
Implementation On-site Training (one time required training):	\$2,700.00
Student License Fees 150 students*12.50 (testing <65% of whole school population; reading, math, language usage):	\$1,875.00
Totals:	\$4,575.00

Illustration 7: Second Year Using NWEA's MAP Assessment independently with 175 Students	
Stepping Stones On-site Training (all staff PD training to understand how to use data for impacting instruction):	\$3,200.00
Student License Fees 175 students*12.50 (testing <65% of whole school population; reading, math, language usage):	\$2,187.50
Totals:	\$5,387.50

Illustration 8: Using Stanford 10 independently with 500 students testing 3 times a year (paper pencil assessment)	
Shipping & Materials (answer sheets, student scantrons, etc):	\$11,278.58
*Totals:	\$11,278.58

*please notice the above costs are without any professional development built in

Data Management System

A data management system is a relational database (typically web-based) that aggregates data from disparate sources such as student information systems, interim assessments and other electronic sources, allowing for quick student analysis of multiple indicators. Data management system links systems together. The objective of such systems is to create a single, powerful source of key student, school and organizational information that enable the translation of discrete data into actionable information, supporting sustained school improvement. It allows school staff to query the database and analyze data related to different variables (i.e., student scores on different tests, demographics, attendance, teachers) and run, share, print and save reports. Teachers can use student group data organized through the data warehouse to inform instructional strategies. The system is password protected for different kinds of users so that it maintains privacy needed for different kinds of analyses.

General Considerations

- What are your analytical needs? What questions do you want to answer? What school staff and members of the community should be able to answer them?
- How will this system create and maintain your data driven culture and engage all staff in conversations around data and ownership/participation with data?
- What are the costs of the system including ongoing maintenance?
- How will necessary training fit with your school's professional development schedule? What trainings are offered through networks of users (the league, school districts, etc)?

Budget Considerations

- Data management systems are based on a per student basis and can offer different packages such as the ability to add in your curriculum, build lesson plans, tests, literacy plans, gifted plans, response to intervention (RtI) plans, special education plans (IEP) upload state and/or local assessments, etc. All of these packages come at different price points. Costs average between \$2.00-\$14.00 per student, depending on which components of the data management system you utilize, and if you are using through your district, independently or another consortium (ie, the league has a district license for one data management system to offer a substantial cost savings while still maintain autonomy for schools).
- Generally, you will want to plan on budgeting between \$3,500-\$6,500 per year for the data management system, again depending on your size, the functionality of the system you choose will largely impact this and trainings. Below is an example of one particular data management system used by many charter schools here in Colorado, Alpine Achievement. Please note that professional development costs are included in the cost samples below.

Sample Cost Breakdowns for Data Management Systems

Illustration 9: New school joining Alpine (1st year introductory discount) total enrollment of 377 students using under the League's district license	
Using CSAP Premium Package + Data Warehouse + Plan Builder = \$6.60 * total enrollment K-12 (377) (Introductory Special)	\$2,488.20
Charter School Support Package/Annual License Fee	\$1000.00
Full day all staff training:	\$1,400.00
Totals:	\$4,888.20

Illustration 10: Second Year with Alpine total enrollment of 377 students using under the League's district license	
Using CSAP Premium Package + Data Warehouse + Plan Builder = \$7.60 * total enrollment K-12 (377)	\$2,865.20
Charter School Support Package/Annual License Fee	\$1000.00
Two half day staff trainings:	\$1,400.00
Totals:	\$5,265.20

Additional Web Resources

Code of Federal Regulations

Title 34: see Education Department General Administrative Regulations (EDGAR):

<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>

Federal Charter Schools Program:

<http://www.ed.gov/programs/charter/index.html>

Public Charter Schools Program Non-Regulatory Guidance:

<http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>

Information on Global Education Reform.

It includes scientific research studies with data that can be used to draw conclusions about quality curricular programming.

<http://www1.worldbank.org/education/>

The National Clearinghouse on School Reform.

Has a full library of articles that can help you begin researching quality programming for your school.

<http://www.goodschools.gwu.edu/>

The U.S. Department of Education.

Contains many links to useful statistics, research studies, and requirements for educational programming.

<http://www.ed.gov/index.jhtml>

National Governors Association Site for Best Practice.

Contains quality articles on various aspects of school programming including teacher quality, technology, impact of No Child Left Behind, etc.

http://www.nga.org/center/divisions/1,1188,T_CEN_EDS,00.html

The Center for Educational Reform.

Contains the latest news on charter schools, policy, and legislation.

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=14&cSectionID=34>

Educational Resources Information Center.

Sponsored nationally, it contains a clearinghouse of articles on research in education. Excellent site for finding current research on the impact of various curricular programs.

<http://www.eric.ed.gov>

What Works Clearinghouse

Collects, screens, and identifies studies of effectiveness of educational interventions (programs, products, practices, and policies).

<http://www.whatworks.ed.gov/>