



Colorado Charter Schools Program

2017-2018 Guidebook

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Colorado Charter Schools Program 2017-18 Grant Calendar

Saturday, July 1, 2017	<i>Reminder</i>	<i>REMINDER: CCSP Year 1 and Year 2 Implementation grant recipients can begin incurring expenses for the 2017-18 grant year, though expenses cannot be reimbursed until the 2016-17 annual financial report (AFR) is approved and the initial 25% of 2017-18 award is released, upon request</i>	
Tuesday, August 15, 2017	Deadline	DUE DATE: Final 2016-17 request for funds (RFF) for the CCSP grant (for all subgrantees <u>not</u> receiving an extension)	11:59 PM
Wednesday, August 16, 2017	Event	CCSP Grant and Application Training	9:00 AM - 4:00 PM
Wednesday, August 23, 2017	Deadline	DUE DATE: CCSP Grant Intent to Submit Form and CCSP Grant Eligibility Form	11:59 PM
Wednesday, August 23, 2017	Event	CCSP Grant Renewal Proposal Webinar	12:00 PM - 2:00 PM
Friday, August 25, 2017	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Friday, September 8, 2017	Event	Annual Finance Seminar	9:00 AM - 3:00 PM
Wednesday, September 13, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM - 3:00 PM
Friday, September 15, 2017	Deadline	EXTENDED DUE DATE: Final 2016-17 RFF for the CCSP grant (for all grantees receiving an extension)	11:59 PM
Friday, September 15, 2017	Deadline	DUE DATE: CCSP grant reviewer applications	11:59 PM
Monday, September 18, 2017	<i>Reminder</i>	<i>REMINDER: Constitution Day is Saturday, September 17th - all schools receiving federal funding are required to teach to the U.S. Constitution on this day</i>	
Tuesday, September 19, 2017	Event	CCSP Grant Budget Workshop	1:30 PM – 4:00 PM
Friday, September 29, 2017	Deadline	DUE DATE: CCSP 2016-17 AFR (for all 2016-17 grantees)	11:59 PM
Friday, September 29, 2017	Deadline	DUE DATE: CCSP final report (for all 2016-17 Year 2 Implementation grantees)	11:59 PM
Wednesday, October 4, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Wednesday, October 4, 2017	Deadline	SUBMISSION DEADLINE: CCSP renewal proposals	11:59 PM
Wednesday, October 18, 2017	Deadline	SUBMISSION DEADLINE: CCSP grant applications	11:59 PM
Friday, October 20, 2017	Event	CCSP Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM - 4:00 PM
Friday, October 27, 2017	Event	Board Fundamentals	9:00 AM - 2:00 PM
Thursday, November 2, 2017	Event	CCSP Grant Application Review - <i>by invitation only</i>	9:00 AM - 3:00 PM
Wednesday, November 8, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Tuesday, November 14, 2017	Event	Topic-based Webinar	11:00 AM - 12:30 PM
Friday, November 17, 2017	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Friday, November 17, 2017	Deadline	NOTIFICATION: CCSP grant awards	5:00 PM
Tuesday, November 28, 2017	Event	CCSP Grant Post-Award Webinar	12:30 PM - 3:30 PM
December 2017 - January 2018	<i>Reminder</i>	<i>REMINDER: Ask authorizer about combined application for federal funds and federal programs</i>	
Friday, December 1, 2017	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Tuesday, December 5, 2017	Event	Topic-based Webinar	11:00 AM - 12:30 PM

Friday, December 8, 2017	Event	CCSP Grant Budget Workshop	8:30 AM - 11:00 AM
Saturday, December 9, 2017	Deadline	DUE DATE: CCSP grant recipients - deadline for submitting required application and budget revisions	11:59 PM
Tuesday, January 16, 2018	Event	Topic-based Webinar	11:00 AM - 12:30 PM
Friday, January 26, 2018	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Wednesday, February 7, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Tuesday, February 27, 2018	Event	Topic-based Webinar	11:00 AM - 12:30 PM
Thursday, March 1, 2018	Event	Authorizers Summit (at Colorado Charter School Conference)	9:00 AM - 1:00 PM
February - April 2018	<i>Reminder</i>	<i>REMINDER: CDE Grants Fiscal desk review of all CCSP grant recipients</i>	
March – May 2018	<i>Reminder</i>	<i>REMINDER: Site visit for CCSP Year 1 Implementation grant recipients</i>	
Friday, March 9, 2018	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Tuesday, March 13, 2018	Event	Topic-based Webinar	11:00 AM - 12:30 PM
Wednesday, March 14, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Friday, March 30, 2018	Deadline	DUE DATE: Absolute deadline for CCSP grant recipients to submit charter contract and revisions	
April - June 2018	<i>Reminder</i>	<i>REMINDER: Ensure your district is applying to CDE on your behalf for waivers to state statute.</i>	
April – June 2018	<i>Reminder</i>	<i>REMINDER: CDE program desk review of all CCSP grant recipients</i>	
Wednesday April 18, 2018	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
Thursday, April 19, 2018	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
Friday, April 20, 2018	Event	Charter School Boot Camp	8:30 AM - 4:00 PM
Friday, April 28, 2018	Deadline	DUE DATE: CCSP request to extend period to July 31, 2018 - extenuating circumstances ONLY	11:59 PM
Friday, May 04, 2018	Event	Western Slope Combined Seminar	9:00 AM - 3:00 PM
Friday, May 11, 2018	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
Tuesday, May 15, 2018	Event	Topic-based Webinar	11:00 AM - 12:30 PM
Friday, May 18, 2018	Event	Authorizers Meeting	9:00 AM - 12:00 PM
Friday, June 01, 2018	Event	Board Fundamentals	9:00 AM - 2:00 PM
Wednesday, June 06, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM - 12:00 PM
Friday, June 29, 2018	<i>Reminder</i>	<i>REMINDER: Ensure your waivers to state statutes have been approved</i>	
Friday, June 29, 2018	<i>Reminder</i>	<i>REMINDER: End of fiscal year for all grants (all grant funds must be obligated and all technical assistance requirements completed)</i>	

Grant calendar updates can be found on the [CDE website](#)
CDE Schools of Choice can be contacted at SOC@cde.state.co.us

Legend:

CCSP Grant	Business Office
Authorizers	Governing Board
Administrators	Extra

Background

Authorized by title V, part B, subpart 1 of the Elementary and Secondary Education Act (ESEA)¹ 20 USC 7221-7221j, 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 to 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 charter schools, and to support the dissemination of information about, including successful practices in, charter schools.

Purpose of the Grant

Colorado Department of Education (CDE) has received a competitive grant under this federal program for \$31,386,317² over 2015-2018 to carry out the following objectives within Colorado.

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

In carrying out these objectives, the Colorado Charter Schools Program (CCSP) provides subgrants 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 grant applicants must demonstrate they meet the following federal definition of a charter school in the ESEA³, Pub. L. 107-110, section 5210(1), in order to be eligible for Colorado Charter Schools Program 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 of this paragraph;
- 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;

¹ Note: On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), Public Law 114-95, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). Under section 5(c) of the ESSA, CSP grants awarded in FY 2016 and earlier years will operate in accordance with the requirements of the ESEA, as amended by NCLB, and any continuation awards applicable to these grants also will operate in accordance with such requirements.

² Pending final approval from US Department of Education. We anticipate that the final amount will be different.

³ Ibid.

- 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, x 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 in charter schools 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 applicants must demonstrate eligibility as either a “New Charter School” or a “One-time, Significant Expansion” of an existing charter school, as outlined below.

New Charter School

For the purposes of this CCSP grant, CDE defines a new charter school as either a 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 and/or school design, either voluntarily or involuntarily, in order to increase student academic performance as part of a turnaround process.

Schools that have received a CCSP subgrant under another school name or before being reconstituted are not eligible, unless they meet the one-time, significant expansion definition below.

A charter school applying 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 CDE Schools of Choice and the school’s CCSP application has been deemed “substantially approvable” (no later than April 1 following application). If a CCSP application is submitted and a subsequent appeal hearing before the State Board of Education fails, the application will not be considered by the review team.

One-time, Significant Expansion of an Existing Charter School

U.S. Department of Education has authorized the Colorado Department of Education to issue on its behalf waivers to section 5202(d)(1) of the ESEA⁴ 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 prior to applying for a One-time, Significant Expansion subgrant.

⁴ Ibid.

- There will be an increase in the student count of the existing school by more than 50 percent or at least two grade levels over the course of the grant, and this expansion must go beyond the original grades and/or enrollment levels for which the school received its original CCSP subgrant.
- The expanding school must demonstrate it will not use funds to carry out the same specific project or activities from a previous CCSP grant, (i.e., 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 for at least three consecutive school years prior to applying for a One-time Significant Expansion subgrant. (This has been identified as a school having a “Performance” rating on their state three-year School Performance Framework, SPF, at the time of application.)
- The subgrantee will have applied for a One-time, Significant Expansion subgrant through the normal CCSP Request for Proposal (RFP) process, and have received a score high enough to secure an award offer, (i.e., your application would still be subject to the normal submission deadlines and review criteria of a CCSP grant).

This will allow CDE to consider the merits of school expansions to determine eligibility for the CCSP grant without having to seek federal approval each time. This means that existing schools may qualify to receive a CCSP grant for an expansion project, rather than having to launch as a separate school. One benefit to schools is they then do not need to have a separate lottery process to progress students on to added grade levels like they would if there were separate schools for each grade range.

Eligibility for application for the CCSP grant as a one-time, significant expansion will be assessed based on the above conditions and verified through submission of the CCSP Grant Intent to Submit Form and CCSP Grant Eligibility Form.

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 would automatically transition students from an existing charter into the new charter school.

School systems that want to automatically transition students from one charter into a related, new 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. When applying for the CCSP grant as a new charter school, the applicant school must otherwise demonstrate that it is “separate and distinct” from other school(s) operating under the same charter contract or under one governing board.

Educational Service Providers

Schools choosing to engage a for-profit or nonprofit educational service provider (ESP) or educational 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.

Regulations and Guidance

Applicants should also be aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.

Proof of Eligibility

Prior to applying for a CCSP grant, applicants must submit a CCSP Grant Eligibility Form and its requested information by **August 23, 2017**. Additional information may subsequently be requested by CDE Schools of Choice in order to determine eligibility. Only those applicants determined to meet eligibility may receive the grant. Awards issued to schools, subsequently determined to be non-qualifying, will be suspended.

Lottery and Enrollment Requirements

The enrollment policy of a charter school receiving CCSP grant funds **must** include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted, 20 USC 7221i(1)(H). All eligible applicants for admission must be included in the lottery process (see exemptions below). Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. Further, enrollment policies must include an open enrollment period that is advertised within the school's community so that all interested students may have an equal opportunity to apply for admission. More detailed information on lottery and enrollment requirements can be found in the January 2014 CSP Nonregulatory Guidance.

Exemptions from the Lottery

While all eligible applicants for admission to the school generally must be included in the lottery, a school may exempt certain categories of applicants from their lottery within their enrollment policy.

- Students who are enrolled in a public school, or who are eligible to attend and are living in the attendance area at the time it is converted to a public charter school as part of a turnaround process.
- Siblings of students already enrolled in the charter school may be exempt from the lottery if such a provision is contained in the charter school's lottery policy.
- Up to twenty percent of the students can be given priority in the enrollment process if those students are children of founders, teachers, or staff. The charter school should clearly define what constitutes a founder and the eligible criteria for students of teachers and staff (full- or part-time, years of employment, etc.) in its enrollment policy.

A charter school may never charge families to apply, to be designated as a founder, or to be enrolled in the charter school.

Weighted Lotteries

This policy seeks to enable high-quality charter schools to enroll and serve more educationally disadvantaged students in an effort to ensure all students in the state are provided 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 or in receipt of a CSP subgrant through CCSP may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (e.g., 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 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.

Schools may propose the use of a weighted lottery under one or both of the following categories.

Category A

Schools within geographic school district with desegregation or federal/court orders issued to comply 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, part B of the Individuals with Disabilities Act, as applicable, the equal protection clause of the U.S. 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

Schools desiring to serve more (of 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 ESEA⁵ 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 ESEA⁶, which include economically disadvantaged students (e.g., Free and Reduced Meal eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English learners, neglected or delinquent students, and homeless students.

Lottery policies where weights are used for student sets or subsets under Category B must identify the weight to be assigned to each set or subset of students and justify the use of such weight(s) in one of the following ways:

- When aligned to the school's specific vision and mission to meet the needs of an allowable set or subset of students not currently served by existing high-quality schools in the area.
- When addressing specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students, or in the case of multi-district school meet or exceed state averages of such students.

Weighted lotteries may not be used for the purpose of creating schools exclusively to serve a particular subset of students. Utilizing a weighted lottery does not relieve a school from its existing responsibility under the Colorado CSP program to ensure a broad strategy of outreach, recruitment, and retention for all students, including educationally disadvantaged students.

Weighted Lottery Approval Process

Weighted lottery proposals should be included within the lottery and enrollment policy submitted by the school with their eligibility form and their subsequent CCSP grant application, or if already a subgrantee as a requested amendment to their CCSP grant application, where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP nonregulatory guidance, statute and regulation.

⁵ Ibid.

⁶ Ibid.

Before any potential CCSP grant funds can 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 will require authorizer and CDE Schools of Choice approval.

If a CCSP grant recipient chooses to subsequently add a weighted lottery, they must submit the policy to CDE Schools of Choice for pre-approval before being implemented.

Request Use of a Weighted Lottery Policy

If applying for a weighted for students under Category A above, a copy of any district or school desegregation or federal/court order related to student category for which they are seeking to utilize a weighted lottery, with evidence that a weighted lottery is necessary to comply with such order(s).

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 and/or process that will be utilized to carry out weighted lottery, including district oversight of process
- Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

Preschool and Kindergarten Enrollment

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable, as the CCSP grant only funds K-12 education. However, a charter school may conduct a lottery for kindergarten slots in an earlier year (e.g., when students are ready to enroll in the preschool). See the January 2014 CSP Nonregulatory Guidance for more detailed parameters on how to set up this type of lottery system and still meet CCSP grant eligibility.

Enrollment Policy

The following elements must be addressed in the charter school's enrollment policy/report that will be submitted as an attachment to the grant application.

- How the community was/will be notified of the charter school's opening
- The date of the first, and thereafter annual, lottery
- The charter school's definition of founding family and the percentage of students to be enrolled as children of founding families
- The charter school's definition of staff and the percentage of students to be enrolled as children of staff members
- The processes and procedures that will guide how the lottery will be conducted
- Which students will be given priority notice or guaranteed admission
- Proposed weights to be used for educationally disadvantaged groups

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students, and must recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English learners), religion, or sex, or against students with disabilities.

Available Funds

Current funds available amount to approximately \$15,000,000 for new CCSP grant awards for the 2017-18 award cycle (subject to a 2017-18 federal funding allocation).

Grant applicants may request up to \$743,250 over a two- or three-year period. The estimated range of awards and allocation schedule is outlined below. Subsequent CCSP Implementation grants are subject to a renewal process. Applications that reach a higher score through priority points will receive greater funding. Priority points will be considered only once an application has met the minimum criteria of fundable.

CCSP grant applicants will be required to specify the number of anticipated students to be served, as identified on the cover/signature page, to ensure that the funding request does not exceed \$1,750 per full-time student (based on the expected number of students the grant would be helping to cover).

There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Proposals that do not reach a minimum score overall, or for key criteria, will not be funded.

Duration of Grants

The federal CSP program stipulates that not more than 36 consecutive fiscal months of funding be provided to any one subgrant, with not more than 24 months in implementation phase, thus the CCSP grant has been set up to be awarded over two or three sequential fiscal years.⁷

The CCSP grant is competitive and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. New schools already in operation or expansion projects already underway at the time of application are eligible for the same levels of funding, but will have their award spread over two years of implementation, rather than three. New schools or expansion projects applying during their planning year will have their award split evenly over a three-year period, with the first year designated for planning and the subsequent years for implementation.

CCSP grants are renewed as a result of the renewal process and are based on the school's initial CCSP grant awarded amount. The renewal process to continue grant funding is not competitive, but is subject to available federal funds, appropriateness of the renewal proposal concerning the grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the application. A school whose renewal proposal does not reach a minimum score will not be funded. Access to up to 25% of the anticipated 2017-18 award may be requested before the renewal proposal is approved, subject to a completed and approved Annual Financial Report (AFR) for the previous grant year.

Continuation funding may be terminated if substantial progress is not being made to accomplish the grant project goals articulated in the initial CCSP grant application or if the charter school fails to make satisfactory student academic progress. Failure to draw down funds in a regular and timely manner, fulfill TA requirements,

⁷ Schools awarded in Planning Year that due to unforeseen circumstances fail to open the subsequent year may be allowed to continue in planning phase for an additional 12 months; however, if the school fails to open that subsequent year they may forfeit a portion or all of their remaining award.

or meet enrollment projections by a significant amount may potentially disrupt funding. Regular communication regarding changes in plans, administration, or ability to fulfill obligation of the grant is encouraged to identify early solutions.

Use of Funds

The CCSP grant is a reimbursement program, which means recipients will be reimbursed following proof of expenditures on allowable, approved activities.

Under the allowable activities described in the ESEA⁸, title V, part B, section 5204(f)(3), grant funds must be used for the following:

- Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- Research-based professional development for teachers and other staff that includes national staff development standards.
- Initial implementation of the charter school including:
 - Informing the community about the school,
 - Acquiring necessary equipment and educational materials and supplies,
 - Acquiring, developing or aligning curriculum, and
 - Other initial operational costs.

Further details on allowable use of funds can be found in the [budget instructions](#) section of this document.

Participation, Evaluation and Reporting

The CCSP grant is available to charter schools that 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 an inherent expectation and required in return for funding. Subgrantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

Technical Assistance

CDE places great value on providing high-quality support and training 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. There is flexibility within the technical assistance requirements for schools to tailor their selection of trainings to best meet the school's unique needs. Using the technical assistance requirements as a plan and grant funds as a resource, schools should self-evaluate and use this opportunity to build capacity.

⁸ Ibid.

Risk Assessment

Under all federal programs, CDE is required to assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination. This includes assessing the performance of ESPs as it relates to subgrantees' successful operations.

Award amounts may be reduced if subgrantees do not adhere to the terms of their grant; this includes if projected enrollment is not met, technical assistance requirements are not completed each year, funds are not spent in a timely manner, and reporting not completed. In order for schools to exit the program in good standing, it is imperative that subgrantees comply with all requirements of the program.

Evaluation

As a condition of this federal grant, CDE is responsible for evaluating subgrantees to ensure that they adhere to federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools each year.

Planning Year- a desk review is conducted at the end of the planning year to ensure that there is a signed contract and waivers on file, technical assistance is completed, grant award spending is timely, and an AFR has been submitted.

Year 1 Implementation - a site 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, including fulfillment of TA, review of certifications, and submission of the AFR.

Year 2 Implementation - A Charter School Support Initiative (CSSI) visit is conducted over the course of a three-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements. The CSSI visit is a requirement of the CCSP grant program and may be paid for with grant funds. More information about the CSSI visit can be found in the technical assistance section of the CCSP Guidebook.

Schools that fail to adhere to subgrantee RFP and/or federal guidelines or to demonstrate high academic achievement will be subject to corrective action and placed on high-risk status until concerns are resolved.

Reporting

CDE Schools of Choice is required to track specific information as a part of its federal CSP grant.

Subgrantees will be required to:

- Join CDE Schools of Choice listserv. Multiple people from each school are encouraged to be on this list.
- Provide contact information for current board members, with officers identified, including a phone number and email address for each board member.
- Notify CDE Schools of Choice upon any transition of administrator, leadership, or board at the school during the full two-or three-year grant cycle. Note: Additional technical assistance may be required. A

changeover in school grant contact will require the governing board to submit a written notification and the new school grant contact will be required to complete the CCSP Grant Post-Award Webinar within five business days.

- Provide information requested via survey and other data collection projects.

Financial reporting: An AFR is required to be filed within 90 days following each grant fiscal year. The AFR reports actual expenditures made from the grant. If an AFR is not filed, subgrantees risk losing their funds for the following year.

Final Grant Report: A final grant report is due to CDE Schools of Choice within 90 days of the end of the final grant year. The final report should contain the following.

- Executive summary (not to exceed one page)
- Report on each grant project goal, including a summary of the progress made on each goal and objective.
- A report on the academic achievement and growth of the school, including a copy of the school's most recent School Performance Framework report and Unified Improvement Plan
- Financial narrative report on how the grant was expended for each of the grant years and totals for the two- or three-year period.
- 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 according to Education Department General Administrative Regulations (EDGAR) §80.32, §74.34

Note: Completion of all CCSP requirements are necessary in order to exit the program in good standing.

Change of Status: Charter schools should report to CDE Schools of Choice at any change in the charter status of their school. Should the charter school change to non-charter status within ten years of receiving a CCSP grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

Assurances for Financial Accreditation

Charter schools are required to comply with all state financial and budget rules, regulations, and financial reporting requirements with which the chartering school district is required to comply, including but not limited to annual completion of a governmental audit that complies with the requirements of the departments 22-30.5-112(7) CRS. While 22-44-109 is applicable to school districts, it is still applicable to charter schools.

Schools may need to complete a Charter School Assurances for Financial Accreditation form and submit to the authorizer to be attached with the authorizer's form AFA2017, or the authorizer may provide assurances for the charter school within the authorizer's form. Charter schools should contact the authorizer to determine who will be reporting the school's financial assurances to CDE. In any event, you must comply in order to be an accredited school. Additional information can be found on the [CDE School Finance Division website](#).

Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the Colorado Charter Schools Program grant. All program evaluation data will be collected in the aggregate and will be used, shared and stored in compliance with CDE's privacy and security policies and procedures.

CCSP Grant Budget Instructions

The CCSP grant budget, in Excel, is the document that will guide the charter school, authorizer, and CDE over the grant period.

- Ensure compliance with state and federal regulations
- Provide the planned expenditures for the two- or three-year grant
- Maintain the history of the budgeted and actual expenditures

The Excel CCSP Grant Budget form will become the template that will be used for the life of the grant.

The proposed budget and the budget narrative should support the grant project goals identified in part II section B of the application. There should be evidence of a clear relationship between identified goals, proposed activities, and how funds will be spent. Applications should contain budget narratives for all years of funding that align to the CCSP grant budget. Please be advised that this is a reimbursement grant, and it is imperative that schools have available funding for initial purchases.

All schools are required to submit their proposed budget for the anticipated amount of funding and years of funding on the CCSP Grant Budget. Grant funds must be spent sequentially; first year funds must be drawn down before accessing second year funds, etc. The budget period for the grant is ***upon final approval through June 30***. The budget period for CCSP Implementation grant is from July 1 – June 30. The proposed subgrantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined based on funding structure detailed in available funds section and CCSP budget documents will be returned to the charter school and their authorizer with specific CDE comments that will require additional information of successful applicants. This original budget revision must comply with the application review comments and will serve as a basis for any future budget revisions. Any subgrantee 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 and Restrictions

CCSP Grant Budget form instructions are found within the document itself. Each line item in the Excel budget should include the following in the respective columns: object category, quantity, budgeted amount (initial entry must be under original amount), grant project goal number it is aligned to and year, justification (include a cost per unit and an explanation of quantity, such as number of items or kits, number of students, classrooms or employees served, etc.), and date the activity will be completed. The following guidance is provided to assist in the preparation of the budget.

- 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. Note: The Excel document does not calculate the quantity by the original amount; the original amount must be the total cost of the purchase.
- 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.
- Up to \$100 per hour can be budgeted for administrator mentoring costs.
- 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 specialized training must include expected attendees, expected outcomes, topic(s), provider, cost (not to exceed \$700 of grant funds for half-day trainings or \$1,000 for full-day trainings), and a plan for sustaining that training.
- Budget expenditures must be supported by a description that provides the number of staff/students to be served; this can be grade level or actual number of participants. In subsequent years, this is critical as the grant is not intended to address recurring costs.
- Performance management and professional development requests must 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 six individuals to a national conference, you may be asked to instead send two people each year over a three-year period.
- Subcontracting is allowed, but schools must comply with requirements outlined in (300) Purchased Professional and Technical Services under Support Program following procurement policies.

Allowable Costs

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy to “supplement and not supplant” (ESEA⁹ Sec.5205(b)(3)(C)) any federal, state, and local moneys being provided to the school. Grant expenditures must follow 2 CFR §200.403 Factors Affecting Allowability of Costs. All expenditures must be necessary for the performance of the grant and be allowable under the Uniform Grant Guidance (UGG). All expenditures must tie to the approved application. All expenditures must be adequately documented. The following is provided to assist in the preparation of the budget.

- CURRICULUM alignment expenditures are only allowed for initial training prior to the implementation of a new curriculum or existing curriculum for a new grade level.
- LEGAL FEES related to employee and lease contract are allowed. If this fee is submitted beyond the first year, additional information must be provided to support the request. This cannot be recurring as this is intended to cover the initial review and set up of these contracts.
- MARKETING COSTS (LIMITED) – a maximum of \$10,000 in Planning Year and \$5,000 in Year 1 Implementation. Subgrantees cannot purchase promotional items as outlined in the section below.
- SALARIES – ONLY one administrator and one key staff person for three months prior to school opening. Required information includes name, title, 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 UGG §200.430 Compensation-Personal Services (i) Standards for Documentation of

⁹ Ibid.

Personnel. If a school will be submitting salary for two staff that are not the principal/head of school or the business manager, they must submit this request for prior approval.

- RECURRING COSTS are expected to shift to the operating budget for Years 1 and 2 Implementation. Due to scale-up, this might not always be possible, so routine costs will only be allowed in Years 1 and 2 Implementation for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for Years 1 and 2 Implementation 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 1 and 2 Implementation operating budgets.
- Site licenses for software are considered a recurring, operational cost and will not be allowed in Year 2 Implementation Year.
- Telephones
- Computers for staff and students

This list is not inclusive but is presented to show items that would be allowed under the CCSP grant.

Recurring Costs

The following items are examples of recurring costs that are not allowed without additional documentation explaining the additional request.

- Software licensing renewals
- Supplies that were clearly purchased in the prior year
- Curriculum purchased in the prior year
- Legal fees for lease or employment contracts that were included in a prior year
- Professional development that is not progressive in nature is considered recurring if it does not clearly indicate it is for a new cohort of teachers

This list is not inclusive but is presented to show typical items that would be considered recurring under the CCSP grant.

Costs Not Covered by CCSP Grant

The following items CANNOT be funded and should not be requested.

- Architecture fees
- Before and after school programs
- Bus passes
- Building insurance costs are considered facility cost
- Capital expenses, such as remodeling, Americans with Disabilities Act (ADA) compliance work, 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)
- Financial audit fees
- Food costs for staff, students or parents

- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, and lobbying
- Grant oversight expenses
- Hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are acceptable)
- Installation costs associated with playground and/or fitness equipment, unless demonstrated as necessary to the school's vision/goals (subject to pre-approval)
- Kitchen equipment such as funding to purchase the equipment to set up food services within the school. Requests for this type of equipment are limited. The purchase of cafeteria tables is an example of what could be included on the CCSP grant.
- Legal fees outside of those directly related to employee and lease contracts
- Normal operating expenses such as utilities
- Professional dues or memberships
- Promotional/novelty items for advertising, events or recruiting
- Rental insurance costs are considered facility cost
- Salary and benefits for staff once the school has opened
- Student recruitment in the form of promotional items, food costs or any type of incentives
- Traffic study fees
- Travel costs for student expeditions (travel, etc.)
- Student recruitment expenses beyond \$10,000 in Planning Year and \$5,000 in Year 1 Implementation (none allowed in Year 2 Implementation).
- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
- Continuing education credit costs 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 project goals without credit may be considered.
- Program expenses outside of the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool
- Colorado League of Charter School's accountability self-studies and site visit expenses
- Colorado League of Charter School's or other retreats, unless based on needs assessment
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)

This list is not inclusive but is presented to show typical items that cannot be covered with CCSP grant funds.

Chart of Accounts – Coding of Expenditures

CDE Chart of Accounts was developed in response to 22-44-105 (4) CRS, introduced as HB 1213 and enacted by the legislature in 1994. CDE and all school districts and Board of Cooperative Educational Services in the state shall use the system to report and obtain necessary financial information.

Object Categories

Examples of the types of expenses that may be included in each object category are listed below for categorization guidance only. Your budget narrative should give enough detail so that the appropriate object category can be confirmed.

Instructional Program

Instruction includes activities dealing with direct interactions between staff and students. Teaching may be provided for students in a school classroom, in another location (such as a home or hospital), and in other learning situations, such as those involving co-curricular activities. Instructional activities may also include approved media, such as computer programs/software, television, radio, telephone and correspondence. Included here are the activities of paraprofessionals, aides and classroom assistants, clerks, or graders, and the use of teaching machines or computers that assist in the instructional process of interaction between teachers and students.

(300) Purchased, Professional and Technical Services -

Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc. Identification of specific vendors within the application does not remove the subgrantee responsibility to follow their established procurement procedures. The grant requires **ALL** services that require a contract or memorandum of understanding (MOU) follow the established subgrantee procurement procedure to ensure there is no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

(500) Other Purchased Services – Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning phase, printing services, postage, advertising, and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred.

(600) Supplies/Materials – Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses and inexpensive classroom furnishings below \$125 each would fall under this category.

Support Program

Support service programs are activities that facilitate and enhance instruction. Support services include school-based and general administrative functions and centralized operations for the benefit of students, instructional staff, other staff, and the community.

(100) Salaries - Amounts paid related to personal services for both permanent and temporary employees. Amounts for planning, administration, etc. should be broken out.

(200) Employee Benefits - Amounts paid for personal services for both permanent and temporary employees. Amounts for planning, administration, etc. should be broken out.

(300) Purchased, Professional & Technical Services – Services, which by their nature can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc.

Identification of specific vendors within the application does not remove the subgrantee responsibility to follow their established procurement procedures. The grant requires ALL services that require a contract or memorandum of understanding (MOU) follow the established subgrantee procurement procedure to ensure there is no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

(500) Other Purchased Services - Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning phase, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Please remember that any out of state travel must have prior approval before expenses may be incurred.

(600) Supplies/Materials - Office supplies, books, non-curriculum software licenses, inexpensive school and staff furnishings not exceeding \$125 each, and other general supplies. Computer peripherals purchased outside of a system package (such as mice, keyboards, and computer speakers) also fall under this category.

Equipment

Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried 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

The Excel budget template allows for eight revisions over the two or three year grant award. The authorizer must be included on all submissions to CDE to ensure they are aware of changes as they are happening. Revisions are required when:

- Equipment is added or in situations when the quantity needs to be increased. Example: 30 computers for \$15,000 was budgeted however due to reducing pricing the school is able to purchase 45 computers for the same price-a revision is required. The grant approved 30 computer based on the approved application and budget submitted and on file with CDE;
- Salary changes for the head of school or business managers;

- Changes in curriculum. Example: ABC curriculum for Grades 3 and 4 were budgeted however, it has been determined that BGM curriculum aligns with the school’s mission. CDE will need to review to ensure it aligns with the approved plan submitted and on file.
- Changes in professional development. Example: The school had planned to send 10 of its teachers to attend a specific professional development and determined they could bring the presenter into the school.
- In Year 2, it is clear the original technology plan needs to be modified creating a change in not only the computer purchased but also the software. This will need to be submitted for review and approval

Here are some guidelines for making such revisions.

- Ensure the correct budget file is being used
- With each revision, the Cover Sheet is to be updated to reflect the revision number and date of revision
- Update the contact information if any changes have occurred
- Enter changes in the next Revision Column on the Budget Detail and Equipment Sheets as the prior column will be protected and cannot be changed. If you are able to make changes to this column, contact CDE to ensure the correct version is being used
- The description column is also protected, enter additional information in the Notes Section to provide rationale for the changes being requested for each specific line
- 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 three-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
- 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 the school’s authorizer and CDE Schools of Choice for consideration.
- The confirmation email that the budget revision is “Approved” will be the official documentation authorizing the changes.
- Upon CDE approval, the revised budget will be emailed to the charter school and authorizer. The budget file returned with the approval email replaces the previously approved budget and must be used for the next submission to CDE.

Upon receipt of a budget revision of the Office of Grants Fiscal will ensure the correct file is being used, the current revision line and updated Notes provide support the requested changes. CDE SOC program staff will be consulted for all changes in curriculum, professional development, and software purchases to ensure it aligns with the approved school application.

If there are areas that need additional information, a “CDE COMMENT” will be added to the Description column and the file will be sent back to the charter school, the authorizer’s designated grant manager and the CDE program managers. The charter school will then be able to resubmit the file with the additional information and once all questions are answered, final approval will be communicated.

The approved CCSP budget document will be updated and returned to the charter school contact, the authorizer’s designated grant manager and the CDE program managers. The file that is returned becomes the approved document that must be used for the next submission to CDE.

References and Additional Guidance

Additional information and guidance:

- [2 CFR Part 200 – Uniform Grant Guidance](#)
- [Non-Regulatory Guidance: Student Support and Academic Enrichment Grants](#)

General Grant Management

Meeting Student Enrollment Projections

Charter schools are required to notify CDE Schools of Choice at any point of the grant period if they will not meet the projected enrollment outlined on the approved application. Not meeting projected enrollment targets can lead to a reduction of funding in subsequent years of the grant.

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.

Purchasing Used Equipment

Schools are able to purchase used equipment. It is strongly recommended that the school contact their authorizer to determine if they will require additional information. CDE recommends all purchases of this nature be documented as follows in order to request reimbursement from the grant:

- Name of person/vendor that items were purchased from
- Date of purchase
- Itemized list of items along with the amount paid
- Valuation method used – must ensure it is reasonable and based on current market value
- Signature of seller, dated
- Method of payment

It is the responsibility of the charter school to contact their authorizer to ensure this meets their internal procedures and requirements.

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 30 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 30 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 no later than April 10. An extension, available for Year 1 and Year 2 subgrantee schools only, allows up to 90 additional days to expend or encumber funds. A CCSP Request to Extend will be emailed to all Year 1 and Year 2 subgrantee schools in April and will request information regarding the reason for delay, justification for extension, amount of carryover, and anticipated timeline and new end date. The extension is subject to approval by CDE and is not guaranteed. A subgrantee receiving an extension is still bound by the budget that has been approved.

It is important for subgrantees to monitor their spending throughout the year and make the necessary budget revisions to meet the original deadline. Subgrantees 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 AFR is required to be filed within 90 days of grant year-end dates, or no later than September 30. 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:

- Complete AFR tabs 6-8 of the CCSP Grant Budget
- 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 CDE Schools of Choice (SOC@cde.state.co.us). Completed AFRs will only be accepted when submitted by your authorizer.
- 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.
- 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 and 2. You may draw down only 25% of the award during this period.
- 100% of awards will be made once you have received an award letter from CDE Schools of Choice 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 90 days of your grant end date.

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). When property is no longer needed or a charter school that has received CCSP funds closes, the following policy applies:

- 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 CDE Schools of Choice 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.
- 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.
- 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 grant recipients, and credit is not given if a subgrantee's educational service provider attends on the school's behalf. Information on each specific offering is outlined below, as well as the technical assistance requirements for CCSP subgrantees for each of the three years of the CCSP grant cycle. The grant calendar can be found at the beginning of this Guidebook, and registration and any updates will be listed on the [CDE website](#).

New School and Subgrantee Support

New school support is offered in the form of a three-day Charter School Boot Camp to anyone planning a new charter school. Subgrantee Support offerings are intended to aide CCSP grant applicants and recipients in the various application and implementation phases of the 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 Charter School Boot Camp 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.

CDE Schools of Choice 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 and student achievement
- 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)

CCSP Grant and Application Training

CCSP grant applicants are required to attend a CCSP Grant and Application Training, at which time the CCSP Grant Intent to Submit Form and CCSP Grant Eligibility Form (attached to the RFP and available on the CDE website) should be completed, and submitted to CDE Schools of Choice by the deadline following the training. The CCSP Grant and Application Training is conducted 8-10 weeks before the application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training in order to gain a full understanding of the requirements of the program and fiscal responsibilities. (See CCSP Grant Calendar for dates.)

CCSP Grant Application Modules

CDE Schools of Choice is no longer offering grant-writing consultation, and in lieu of this service, has prepared technical assistance for grant writers' enrichment, in particular components of the grant, to enhance their ability to address its content goals. Exemplars and short modules on the following topics are posted on the CDE Schools of Choice website:

- Discerning and Writing Meaningful Project Goals and Budget Narrative
- Understanding and Writing to Curriculum and Program Design
- Effective Planning for Educationally Disadvantaged Students
- The Importance of a Professional Development Plan
- What is Accountability and Accreditation
- Community and Board Governance
- Setting up a Business Office for your Charter School

Other resources:

[Starting Strong: Best Practices In Starting A Charter School](#)

CCSP Grant Post-Award Webinar

Successful CCSP grant applicants will be required to attend the CCSP 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. Note: The school grant contact is required to complete this webinar.

CCSP Grant Renewal Proposal Webinar

All CCSP grant recipients must complete a renewal proposal following the first year of their grant, which is either Planning Year for three-year subgrantees or Year 1 Implementation Year for two-year subgrantees. Renewal applicants are required to participate in the CCSP Grant Renewal Proposal Webinar. This training will review the aspects of the CCSP Implementation grant.

Charter School Support Initiative Site Visit

The Charter School Support Initiative 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 "Colorado Standards and Indicators for Continuous School Improvement." For charter schools, CDE has added a 9th

standard covering board leadership and a 10th standard addressing charter school financial practices. CCSP subgrantees are required to undergo a CSSI site visit during their final year of 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. The cost of the site visit will be dependent on the size of the school and the size of the team needed to conduct the visit. The CSSI visit cost breakdown is determined as follows:

School Size	Team Size	Cost
Student population of 100 or less	5 member CSSI team	\$10,200
Student population of 101-350	6 member CSSI team	\$12,200
Student population of 351-600	7 member CSSI team	\$14,200
Student population of 601-850	7 member CSSI team	\$16,200
Student population of 851+	8 member CSSI team	\$18,200

Charter School Support Initiative Webinar

This online training is designed to provide CCSP grant recipient schools with an introduction to the CSSI process and the three-day site visit and review that is conducted in Year 3 of the CCSP grant. This previously recorded webinar, along with the CSSI standards rubric has been posted to the [CDE website](#). The webinar content includes the following topics.

- 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.

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

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 Board Fundamentals:

- 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.

Topic-based Webinar

This offering is available to current and future board leaders and board members. The primary purpose of these trainings is to support board members' knowledge of best practice and evolving policy changes.

The following are explicit goals of Topic-based Webinars:

- Improve awareness of evolving policy changes, legislation, and regulations that impact charter schools
- Improve charter school board member effectiveness

Each Topic-based Webinar will offer an expert presentation on topics of interest as determined through survey and informal feedback.

Charter School Board Training Modules

These modules have been collaboratively developed between CDE, Colorado League of Charter Schools, and 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 a CCSP grant are required to collectively complete all 30 modules.

The 30 online modules are free and are housed under the Moodle platform of [eNet Colorado](#). Schools and 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. Founding and governing members are welcome and encouraged to register and access these modules at any time, even before their charter or CCSP grant application. For more information, see the [Access Guide](#) for the Charter School Board Training Modules.

Sign-up to eNet Colorado:

For full access to courses, you will need to create a new account for yourself on the eNet Colorado website. Each of the individual courses may also have a one-time "enrolment key," which you will not need until later. Here are the steps:

1. Visit [eNet Colorado website](#).
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 and 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 and Country:

Enter the city/town and 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.
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 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 login or account information:

You can make changes to your eNet Colorado account (such as email address change, password change, etc.). To do this, login to an existing account, click on your name in the upper right hand corner to view your profile, and then select "Edit profile" under user details. You will then see your profile settings with the option to change your 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 do, 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.

Additionally, the AMC is an induction program, specifically designed to meet the unique needs and demands of the charter sector, for 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 by their mentor. 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:

- I can use effective coaching and evaluation to improve teacher practice and student achievement.
 - I can use effective coaching and evaluation to improve teacher practice and student achievement in reading across grade levels and subject areas.

- I can build and develop a strong team of leaders.
 - I can identify and develop a team of literacy leaders across the school.
- I can lead systemically.
 - I can drive literacy strategic planning, implementation and progress monitoring at my school.
 - I can build a daily/weekly schedule that matches our academic program priorities.
- I can manage my school's budget and finances.
- 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.
- I can ensure that our school operations run smoothly.
 - I can create and ensure effective implementation of safety procedures for my school.
 - I can create, share, and follow strong communication routines.
- I can be a model of reflective practice and continuous improvement (model through reflective practice in each meeting).
 - 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.

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 six times each school year, and individual participants meet with their assigned mentor on a personalized schedule. Individual mentoring sessions 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:** There are six training events throughout the school year, beginning in September. Trainings are hosted by successful charter schools and offer site observations, shared problems of practice and specific content area sessions selected based on input gathered from participants. 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. Participants are strongly encouraged to attend the AMC meetings with their mentor in order to support mentoring work.
- **Site Visits:** Each AMC meeting kicks off with a site visit, led by the school leader of the hosting school and AMC facilitators. Hosting schools prepare a problem of practice to share with the group and to be the focus of the classroom observations conducted by the meeting participants. Following the site visit, the entire group engages in a debrief to provide feedback to the hosting school.

Administrator Mentoring

School leaders in the CCSP grant are required to fulfill a specific number of mentoring hours each grant year with a qualified mentor (an experienced charter school leader who has a track record of leading high-performing charter schools). School leaders are encouraged to bring their mentor with them to each administrator support training. Mentors are expected to meet frequently with their mentee between meetings and make themselves available to answer questions and provide guidance to the mentee on an ongoing basis. Organizations with mentoring programs can match new school leaders with a veteran school leader, or school leaders can obtain their own mentor.

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

- Three-year subgrantee:
 - 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
- Two-year subgrantee:
 - Grant year 1 – 32 to 40 hours of mentorship
 - Grant year 2 – 20 to 25 hours of mentorship

Subgrantee schools may utilize CCSP grant funds to cover mentorship costs, but the mentorship arrangement should be reported to CDE Schools of Choice via a 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 training request form with the following information.

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

Credit for fulfilling the mentoring requirement will not be assigned until a training request form has been received and approved by CDE Schools of Choice.

Business Office Support

Successful charter schools must focus on developing their operational capacity as nonprofit organizations 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 held in the fall each year, and designed to give business managers, school leaders and board members an opportunity to learn about changes in policy or innovations in the field of operations and finance management. It 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 three 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:
 - Human resources 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.

Business Managers Network (BMN)

BMN meetings occur quarterly 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 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.

The basic purpose of the 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:

- 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:
 - Human resources 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.

Western Slope Combined Seminar

CDE Schools of Choice recognizes the geographical distribution of charter schools in Colorado.

This offering provides a variety of topics in a western slope location to enable schools west of the continental divide access to a blend of technical assistance. The Western Slope Combined Seminar 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.

Authorizers Meeting

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

CDE Schools of Choice meets quarterly with charter school authorizers to provide the opportunity for resource sharing and networking environment that offers training and discussion on proposed quality standards, charter application process, contracting, 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.

Performance Management Training

CDE Accountability, Performance and Support provides support with performance expectations and how performance will be measured and evaluated. Trainings and resources are provided at no cost. A training request form must be completed following the training or tutorial to receive credit.

CDE School Performance Framework Training

The School Performance Framework serves to hold schools accountable for performance on the same, single set of indicators and measures and inform a differentiated approach to state support based on performance and need by specifically identifying the lowest performing schools. These aims are a central part of CDE's Statewide System of Accountability and Support and the goals outlined in the Education Accountability Act of 2009 SB 09-163. Please see the [CDE website](#) for details on SPF trainings and support options.

CDE Unified Improvement Plan Training

Under the Education Accountability Act of 2009, Colorado requires its schools and districts to create an annual improvement plan to show the steps they are taking each year to continually improve student learning and system effectiveness. CDE offers a number of trainings across the state in the fall. Please see the CDE website for details on UIP trainings and support options.

Individualized Training

There is flexibility within the technical assistance requirements for schools to tailor their selection of trainings to best meet the school's unique needs. Using the technical assistance requirements as a plan, and grant funds as a resource, schools should self-evaluate and use this opportunity to build capacity.

Trainings provided by a member of the school's own staff will not be approved.

A training request form must be completed and submitted to CDE Schools of Choice PRIOR TO any individualized training for pre-authorization, and credit will be issued once the authorized training request form is resubmitted with reflections on professional development gains from the training.

Specialized Instructional Leadership Training

This training can be arranged 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.

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 schedule a differentiated training targeted specifically toward areas that have been identified as needing development. The cost for this training often varies based on the board's needs and is negotiated between the board and the provider.

Technical Assistance Requirements

A technical assistance proposal must also be completed, which reflects how technical assistance will be met.

When subgrantee schools schedule their own technical assistance through a provider of their choice, if approved, CCSP grant funds may be used to cover the cost of the training, and technical assistance credit will be issued upon completion. CCSP grant funds, however, will not be authorized for a training provided by a member of the school's own staff.

A training request form must be completed and submitted to CDE Schools of Choice PRIOR TO any individualized training for pre-authorization, and credit will be issued once the authorized training request form is resubmitted with reflections on professional development gains from the training.

Technical Assistance Requirements	Events Per Year	Planning Year*	Year 1 Implementation	Year 2 Implementation
Subgrantee Support				
CCSP Grant and Application Training	1	Required		
CCSP Grant Budget Workshop	2	Encouraged		
CCSP Grant Post-Award Webinar	1	Required		
CCSP Grant Renewal Proposal Webinar	1		Required	
CCSP Implementation Grant Site Visit	CDE Schools of Choice schedules with school		Required	
Charter School Support Initiative Webinar	recording			Encouraged
Charter School Support Initiative Site Visit	CSSI team lead schedules with school			Required
Governing Board Support				
Charter School Board Training Modules	30 modules, complete collectively	Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25	Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30	
Board Fundamentals	2	Required		
Specialized Governing Board Training	scheduled individually	Encouraged	Encouraged	Encouraged
Topic-based Webinar	4 to 6			
Colorado or National Charter Schools Conference Breakout Sessions	scheduled individually	Encouraged	Encouraged	Encouraged

Performance Management Training	scheduled individually	CDE School Performance Framework training or tutorial required	CDE Unified Improvement Plan training required	Board self-assessment required
		Data dashboard with academic, culture, financial and operational measures required		Strategic planning training required
Administrator Support				
Administrator Mentoring	scheduled individually	8-10 hours required	32-40 hours required	20-25 hours required
Administrator Mentoring Cohort Meeting	6	3 required	4 required	4 required
CDE Unified Improvement Plan Training	scheduled individually			
Specialized Instructional Leadership Training	scheduled individually			
Business Office Support				
Annual Finance Seminar	1	1 required	Required	Required
Business Managers Network Meeting	4		3 required	3 required
Specialized Business Office Training	scheduled individually			

CCSP Training Request Form

Complete all but the last two lines of this form PRIOR to each requested, individualized training or pre-recorded webinar, and email it to SOC@cde.state.co.us for pre-approval/authorization. The training will either be authorized or not based on its alignment to the needs of the school, the training content, and the expertise of the presenter. Once authorized and following the training, the school must complete the reflection portion of this form and re-email the form to SOC@cde.state.co.us. Once completion of the training has been verified, an approved copy will be sent to the school for their records and technical assistance credit will be assigned in the CDE Schools of Choice database.

Name of school	
Submitted by	[Name of person submitting the request]
Year in CCSP grant	[Planning, Year 1 Implementation, or Year 2 Implementation]
Technical Assistance requirement	[List the category (i.e., Governing Board Support) and title (i.e., Specialized Governing Board Training) of the technical assistance requirement this request is intended to fulfill]
Specific need identified based on data or school observation	[Identify what data or school observation led to selecting this particular training]
Names and titles of individuals participating in this training	
Outline of the training contents	[Attach an agenda]
Facilitator	[Who will deliver the training (name and organization)]
Date and time of training	[Include start and end times]
Cost	[\$ Amount]
Grant funds used	[\$ Amount]
Reflections following participation	[To be completed following training. 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.]

Final Grant Report

[A final grant report is due to CDE Schools of Choice within 90 days of the end of the final budget period (following Year 2 Implementation). 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.]

School Name	
School Grant Contact (Name, Phone and Email)	
Authorizer Name	
Authorizer Grant Contact (Name, Phone and Email)	
Date of Final Grant Report	

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 three pages).]

Report on Academic Achievement and Growth

[Include a final update on academic achievement and growth of the school. Attach a copy of the school's most recent School Performance Framework and Unified Improvement Plan.]

Final Expenditure Narrative

[Include here a financial narrative report on how the grant was expended for each grant year and totals for the grant period. This should take a similar structure to the budget narrative section of your grant application 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. This section is not to exceed five pages.]

Brief Description	Planning Year	Year 1 Implementation	Year 2 Implementation	Total
Project 1: Fully Equipped School				
Classroom Furniture				
Office and Administrative Furniture				
Technology				
Classroom Supplies				
Office and Administrative Supplies				
Project 2: Academic Excellence				
Reading and Writing Curriculum				
Math Curriculum				
School or Classroom Library				
Science Curriculum				
Math and Science Instructional Supplies				
Social Studies Curriculum				
Instructional Supplies				

Project 3: Professional Development				
Teacher Trainings				
Administrator Trainings and Mentoring				
Business Support Trainings				
Board Professional Development and Trainings				
Conference Attendance				
Teacher Professional Development 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, 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:** Federal guidelines require you to fill in the serial number or inventory tag number of every individual item of equipment (anything listed on the equipment tab of your Annual Financial Report).]

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:

- 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]

Grant Project Goals

As a key part of the contract between a charter school 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. In addition, grant project goals need to be written that support the planning and implementation of the proposed school.

- Schools should have 3-5 grant project goals for both academic program and school culture that align with the school's vision.
- All grant spending must fit clearly within one of the project goals.
- All goals need measures and metrics, within the term of the grant, with baseline performance data for the proposed student population.
- At least one project goal should focus on student achievement.
 - Project goal measures should address CMAS performance for all subjects (English language arts, math, science, social studies, and English language proficiency).
 - Measures should address academic growth, using local data, for English language arts and math.
 - Measures should address postsecondary and workforce readiness.
- 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.
- Organizational and management goals should be written for the school in order to address matters such as finances, facilities, leadership, governance, personnel, attendance and retention rates, strength of community, parent satisfaction, and market demand.

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

- *Specific*: Targeted subject area, grade level and student population
- *Measurable*: Measurable performance/target area including baseline and growth targets
- *Attainable/Achievable*: Percentage of expected change
- *Research-based and relevant*: Subject area addressing an urgent need
- *Timely*: Bound by a timeframe

(SMART goals information from The Leadership and Learning Center)

Academic Goals

Colorado aims to prepare all students for postsecondary and workforce readiness by the time they graduate from the K-12 system. Three performance indicators identified in SB 09-163 exist within the Colorado accountability system as measures of academic success:

- Academic achievement (status, level of achievement)
- Academic growth (longitudinal growth measure)
- Postsecondary and workforce readiness

The state has defined specific measures and metrics used in characterizing school performance in each performance indicator area. These measures include assessment data (both achievement and growth) and postsecondary and workforce readiness indicators (dropout rates, matriculation rates, graduation rates, and anticipated year of graduation). 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](#).

Major components of the School Performance Framework (e.g., growth, growth gaps, graduation rates) for new schools will not be available until the school has three years of student data. To identify areas the school needs to focus improvement efforts, new schools should prioritize collecting and analyzing local level data (e.g., screening data, benchmarking or interim data). With a robust local assessment system, new schools can quickly build descriptive information on student performance that can guide improvement efforts.

New schools can launch with a strong start when leaders, staff, and the community are proactive and purposeful in their efforts to be highly effective. Schools can “plan forward” for their improvement efforts – even with limited data. Identifying challenges may be the most critical step in the entire planning process, as it sets the tone for each of the subsequent steps. In many cases, students in the new school will have come from other Colorado public schools. **As a result, student assessment data (achievement and growth), and possibly language proficiency data, may be available for those students from their prior schools.** The following table lists suggested data sources that may be collected at the school level for this purpose. Local student performance (first column) should be used in data analysis (e.g., trend statements, priority performance challenges) and target setting. Local demographic, school process and perception data (second through fourth columns) should be used during root cause analysis as part of identifying implementation benchmarks.

Used for Data Analysis and Target Setting	Used for Root Cause Analysis and Interim Measures		
Student Learning	Demographic Data	Process Data	Perception Data
<ul style="list-style-type: none"> • Local summative and interim assessment results • Student work samples • Classroom assessment results • Language proficiency data 	<ul style="list-style-type: none"> • School locale and size of student population • Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity • Staff characteristics (e.g., experience) • List of schools and feeder patterns 	<ul style="list-style-type: none"> • Curriculum documents • Instructional materials • Observations of instructional practice • Academic interventions available to students • Student attendance • Discipline referrals and suspension rates • Schedules and class sizes • Family/community involvement policies/practices • Professional development (structure, participation, focus) • Services and/or programs (e.g., Title I, special ed, ELD) • Extended day or summer programs • Multi-Tiered System of Supports 	<ul style="list-style-type: none"> • Teaching and learning conditions surveys • Perception survey data (e.g., parents, students, teachers, community, school leaders) • Self-assessment tools based on best practices

New schools can use current data to identify potential student performance challenges for areas of focus. Lacking student assessment data, the school may examine their demographics and choose an area of focus based on what schools with similar demographics generally encounter as challenges. New schools should include relevant information that will help set the context for the school (e.g., STEM focus, Montessori approach). The key to completing this step of the planning process is to use the school's current data to determine a specific student performance focus or foci.

According to the UIP Handbook (UIP Handbook, p. 20), "Root causes are statements that describe the deepest underlying cause, or causes, of performance challenges. They are causes that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). Root causes describe why the performance challenges exist. They are the things that most need to change and can change. Root causes are not student attributes (such as poverty level or student motivation), but rather relate to adult behavior. Furthermore, the root cause should be something within the school's control." For new schools, root cause analysis can be thought of as a process of identifying potential barriers to student learning. For example, if the school's current data (data analysis) reveals a performance challenge related to the math and reading performance of ELLs, the school might identify as a potential barrier (root cause) the lack of a system for early identification and monitoring of language proficiency development of ELL students.

Performance targets should be ambitious but attainable and/or follow guidelines provided by their authorizer. Interim measures should be based on local performance data that will be available at least twice during the school year. Across all interim measures, data should be available that would allow schools to monitor progress at least quarterly. A goal should have an annual performance target and interim measures.

Improvement strategies are high-level descriptions of the actions that the school leadership and staff will put in place to address the identified barriers/root causes. Improvement strategies (e.g., differentiate reading instruction in grades 3-5) and the specific action steps (e.g., re-evaluate supplemental reading materials, provide new professional development and coaching to school staff) should respond to and should eliminate or correct the root causes and ultimately the school's performance challenges.

Measures and Metrics

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.

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.

Indicator: represent general dimensions of quality or achievement

Measure: general instruments or means to assess performance in each area defined by an indicator

Metric: specific quantification, calculation method, or formula for a given measure

Target: specific quantifiable objective that sets expectations and/or defines what will constitute success on particular measures within a certain time period

Benchmark: comparison of the performance to that of exemplars in the field or industry

STUDENT ACADEMIC ACHIEVEMENT					
Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Student Academic Achievement	CMAS PARCC in Math, Reading, Writing, and Science	% meets or exceeds	At or above the 50 th percentile	CMAS PARCC scores	75% percent of students will meet or exceed expectations as measured by CMAS PARCC Math
Student Academic Achievement	CMAS PARCC in Math, Reading, Writing, and Science	% meets or exceeds	Increase percentage of students that meet expectations	Baseline taken from previous year's CMAS PARCC scores given at prior school	20% increase of students that meet or exceed expectations as measured by CMAS PARCC Science
Student Academic Achievement	CMAS PARCC in Math, Reading, Writing, and Science	% meets or exceeds	At or above percent meets or exceeds in math from comparable schools	CMAS PARCC scores compared to comparable district schools	Percentage of students scoring meets or exceeds on the English Language Arts will be 10% higher than District School A, District School B, and District School C as measured by CMAS PARCC Writing
Educationally Disadvantaged Student Academic Achievement	CMAS PARCC in Math, Reading, Writing, and Science	% meets or exceeds	Free/Reduced-Price Lunch Eligible students score higher than comparable schools	CMAS PARCC scores compared to comparable district schools	Percentage of Free/Reduced-Price Lunch Eligible students scoring meets or exceeds on the English Language Arts will be 10% higher than District School A, District School B, and District School C as measured by CMAS PARCC Math
Participation Rate	CMAS PARCC in Math, Reading, Writing, and Science	95% or higher	Meets or exceeds state's required participation rate in overall level and subgroups (English learners, Free/Reduced-Price Eligible students, minority students, and students with disabilities)	CMAS PARCC participation rate	Percentage of participation of all students (overall level), English learners, Free/Reduced-Price Eligible students, minority students, and students with disabilities will be 95% or higher each year

STUDENT ACADEMIC PROGRESS					
Indicator	Measures	Metric	Target	Benchmark	Sample SMART Goal
Academic Growth	NWEA MAP	Percent of students meeting individual growth targets	NWEA MAP given in the fall and spring of each year	Baseline taken from fall assessment of Year 1 of operation	75% of students will meet or exceed individual MAP growth targets by the end of Year 1 of operations and 100% of students will meet or exceed individual MAP growth targets by the end of Year 2 of operations
Academic Growth	CMAS PARCC in Math, English Language Arts and Science	Percent of students met or exceeded expectations in math and English Language Arts	Pending baseline data available for students from prior school, students in grades 3-5 will have growth percentiles between the 50th and 75th percentile in math and English Language Arts	Baseline taken from previous year's CMAS PARCC scores given at prior school	20% increase of students that meet or exceed expectations as measured by CMAS PARCC English Language Arts and Math
Academic Growth	ACCESS	Target proficiency level	Pending baseline data available for students from prior school, ELLs will move up one proficiency level	Baseline taken from previous year's ACCESS given at prior school	70% of students will move up one proficiency level as measured by ACCESS after the first year
Academic Growth	Star	Percent of students meeting individual growth targets	Star assessments given in the fall, mid-year and spring of each year	Baseline taken from fall assessment of Year 1 of operation	100% of students will meet or exceed individual Star growth targets
Academic Growth	DIBELS	Percent of students meeting individual growth targets	DIBELS assessment given in the fall, mid-year and spring of each year	Baseline taken from fall assessment of Year 1 of operation	100% of students will meet or exceed individual DIBELS growth targets

POSTSECONDARY AND WORKFORCE READINESS					
Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Postsecondary and Workforce Readiness	Colorado SAT	Local district's average for students in comparable schools' Colorado SAT scores	At or above local district's average for students in comparable schools' Colorado SAT scores using data from school's first year of operation	Score from Year 1 of operation	100% of grade 11 students will take Colorado SAT and score at or above students at District School A, District School B and District School C
Postsecondary and Workforce Readiness	Colorado SAT	Percent of students to score above 50%	11 th grade students will score above middle 50% SAT score 1130-1310	Score predictive of admission into Colorado State University	100% of grade 11 students will score 1130 or better on the CO SAT with 100% participation
Postsecondary and Workforce Readiness	Postsecondary retention rate	Percent of students who complete their first year at a 2- or 4-year college or university or trade/technical school	Percentage of students attending postsecondary education opportunities will complete their first year by maintaining the minimum grade point average and completing the full course load	Baseline seniors graduating from school after Year 1 of operation	95% of seniors will complete their first year at a 2- or 4-year college or university or trade/technical school measured at end of Year 3 by maintaining a passing grade point average and completing a full course load
Postsecondary and Workforce Readiness	Postsecondary acceptance rate	Percent of seniors planning to attend college will apply and be accepted to 2- or 4-year college/university or trade/technical school	Seniors accepted to 2- or 4-year college/university or trade/technical school	Baseline from Year 1 of operation	Year 2 of operation, the number of students applying for and being accepted to post-secondary education options will increase 20%
Postsecondary and Workforce Readiness	Student portfolio	School determined rubric	Demonstrate learning targets of student's academic growth and achievement towards postsecondary and workforce readiness	Student-created portfolio of learning	100% of students will create a portfolio of learning each year that demonstrates their learning targets and provides evidence of the student's growth and achievement towards postsecondary and workforce readiness
Postsecondary and Workforce Readiness	Postsecondary remediation rate	Percent of first year postsecondary students needing to take remediation courses	Students attending their first year at a 2- or 4-year college/university or trade/technical school are postsecondary ready and do not require remediation courses	Students do not require remediation courses as prerequisite to enroll in general ed or program courses	100% of students enrolling in their first year at a 2- or 4-year college/university or trade/technical school do not require remediation courses as prerequisite to enroll in general ed or program courses

STUDENT ENGAGEMENT					
Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Student Engagement	School attendance policy	Average daily attendance rate	100% of student attendance rate measured by 0% unexcused absences	First day of school year	During the first year with students, daily attendance will increase 10% from the first day of school to the last day. By the end of the second year with students school will have 0% unexcused absences as defined by school's academic policy
Student Engagement	School attendance policy	Average daily unexcused tardy rate	100% of student attendance rate measured by 0% unexcused tardies	First day of school year	During the first year with students, daily tardies will decrease 10% from the first day of school to the last day. By the end of the second year with students, school will have 0% unexcused tardies as defined by school's academic policy

ACCREDITATION					
Indicator	Measure	Metric	Target	Benchmark	Sample SMART Goal
Accreditation	State School Performance Framework	Performance Plan	Meets or exceeds state expectations on academic progress (achievement and growth) and postsecondary and workforce readiness	Plan rating on School Performance Framework	Authorizer will determine school shall implement a Performance Plan
Accreditation	AEC School Performance Framework	Performance Plan	Meets or exceeds state expectations on academic progress (achievement and growth), student engagement, postsecondary and workforce readiness, and student engagement	Plan rating on School Performance Framework	Authorizer will determine school shall implement a Performance Plan

Organizational and Management Goals

In addition to goals and measures for pupil performance, your grant project goals should include 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 challenges should the school develop improvement strategies for?

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
- Parent and student satisfaction

Sample Organizational and Management Performance Goals

- By the end of Year 1 of operation, the school will maintain a reserve of 5% of the budget, 7% by the end of Year 2, and 10% by the end of Year 3.
- By the end of Year 1 of operation, the school will retain contracted services for legal counsel, accounting support, IT consultant, and website development consultant.
- By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year's enrollment goals to include recruitment and retention.
- Each fiscal year, the school will make 100% of all lease and debt service payments on time and incur no late payment charges.
- By Year 3 of operation, the school will expend 15% or less of total per pupil funding on occupancy costs.
- Each school year, the school leader will receive two observations with written feedback for professional development using an observational protocol rubric, with no evaluative results.
- Each school year, 90% of board members will visit the school to attend two classes and eat lunch with students.
- Each school year, 100% of teachers with less than three years' experience will be provided with ongoing mentorship by experienced teachers with more than seven years' experience.
- Each school year, 100% of teachers will make adequate progress on goals identified in partnership with the school leader in their annual professional development growth plan using a teacher evaluation rubric.
- Using educator effectiveness rubrics each school year, 100% of teachers will receive three formal evaluations and six informal evaluations throughout the school year by the school leader and other teachers and will be offered weekly coaching sessions from experienced teachers identified by the district's director of curriculum and instruction. Evaluations and coaching sessions will not be used for performance reviews.
- The school will retain 95% of students each year as measured by the number of students returning in the fall.
- 95% of parents will participate in parent-teacher conferences each school year.
- 50% of parents will volunteer quarterly to support school programs and events during the first school year, 75% of parents will volunteer quarterly during the second school year, and two community members will volunteer at least once each school year.
- In April of each school year, satisfaction surveys will be administered to students, parents, teachers, and the community. 80% or higher of parents, 90% or higher of students, 90% or higher of teachers, and 80% or higher of community members will report an overall level of satisfaction with the school. Students and teachers will have a 98% participation rate.
- The school will have a 90% retention rate for teachers as measured by the number of teachers returning to teach in the fall for Year 2 of operation.

- By the end of Year 1 of operation, the school will have its own developed scope and sequence of curriculum for each grade level aligned with Colorado Academic Standards that includes lesson plans, unit plans, and assessments that demonstrate that alignment.
- By the first week of school, mission-aligned curricular resources and materials in place to effectively implement the school’s academic program.

Budget Narrative

Once 3-5 project goals have been identified and measures and metrics written, the school needs to develop a plan to accomplish the goals that includes interim goals to measure progress and all necessary purchases. The following sample goals are abbreviated; most grant project goals will have 3-5 measures and more expenditures. Remember, all grant spending must fit clearly within one of the project goals.

- Grant Project Goal 1 – Academic Achievement: School will develop a standards-aligned academic STEM model with specific supports for educationally disadvantaged students designed to build skills so students are postsecondary and workforce ready.
 - Measure 1.1: Open school with standards-aligned scope and sequence of STEM curriculum for each grade level that includes lesson plans, unit plans, and tests with the first three months in place and the remaining curriculum in place before Thanksgiving.
 - Measure 1.2: By the end of Year 1 of operations, 75% of students will meet or exceed individual MAP growth targets and 100% of students will meet or exceed individual MAP growth targets by the end of Year 2 of operations.

Project Goal 1 Academic Achievement		
Year 2	Middle School Science: Foss Science Kits: Next Generation Waves (\$1000), Chemical Interactions (\$1,984), K-5 Geology Kits at \$6000 (30 K-5 students at \$200 each)	\$8,984
Year 2	Support: Special Education Training: Breakthrough Learning Set (\$495), Edge for ELL at \$2870 (35 students at \$82 each) and one teacher edition at \$130	\$3,495
Year 2	Assessments: NWEA MAP at \$1400 (100 total enrollment at \$14 each), Star Spanish at \$575 (25 students at \$23 each)	\$1,975

- Project Goal 2 – Professional Development: School will develop a strong professional development plan for teachers, administrators, and board members designed to build a culture focused on growth and continuous improvement, ultimately ensuring successful implementation of the school’s mission and vision.
 - Measure 2.1: Each school year, 100% of teachers with less than three years’ experience will be provided with ongoing mentorship by experienced teachers with more than seven years’ experience.
 - Measure 2.2: Each school year, 90% of governing board members will visit the school to attend two classes and eat lunch with students.

Project Goal 2 Professional Development		
Year 2	Mentoring: \$3600 (\$100/hour, two hours/month for four teachers)	\$3,600
Year 2	Curriculum Training: It’s About Time science training (2 days at \$1800), Colorado eLearning Collaborative training (2 days at \$1000)	\$2,800
Year 2	Student Support Training: Breakthrough Learning Set (\$495)	\$495
Year 3	Leadership Training: CSSI visit at \$10800, National Charter School Conference (\$1000 registration, \$800 airfare, \$1200 lodging for two people)	\$3,000

- Project Goal 3 – Engaging Learning Environment: School will establish an engaging learning environment that encourages inquiry.
 - Measure 3.1: 100% of classroom furniture and equipment in place and ready for student use when school opens in the fall.
 - Measure 3.2: In April of each school year, satisfaction surveys will be administered to students, parents, teachers, and community members. 80% or higher of parents, 90% or higher of students, 90% or higher of teachers, and 80% or higher of community members will report an overall level of satisfaction with the school. Students and teachers will have a 100% participation rate.
 - Measure 3.3: By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year’s enrollment goals to include recruitment and retention.

Project Goal 3 Engaging Learning Environment				
Year 1	Classroom/Student Furniture: 25 classroom tables 30"x60" at \$7200 (\$288 each), 100 classroom chairs at \$3550 (\$35.50 each),	\$10,750		
Year 1	Marketing consultant: Create recruitment and retention enrollment marketing plans at \$2750/year	\$2,750		
Year 2	Marketing consultant: Create and distribute surveys at \$750/year, create recruitment and retention enrollment marketing plans at \$2750/year	\$3,500		
Year 3	Marketing consultant: Create and distribute surveys at \$750/year, create recruitment and retention enrollment marketing plans at \$2750/year	\$3,500		

Developing Appendix D: Technology Plan

CCSP grant 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. This plan is designed to meet the requirements for E-Rate certification and for many grant applications. Below are some additional resources to further aid 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 XYZ Middle School, technology will be an integral part of the curriculum to enhance and individualize learning and assessment."

Goals

Goals identify steps to carry 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, staff development and curriculum integration, and develop 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:

- We will use XYZ learning management system to implement blended instruction.
- Our school will use ABC student information system providing access to students, teachers, and parents.

Curriculum. Examples:

- Individual Career Academic Plans will be maintained online and incorporated into curriculum using XYZ platform.
- From day one, online curricula and assessments will be integrated into reading and math courses, as overseen by the director of curriculum and instruction.

Collaboration. Example:

- Our school will collaborate with local industry to provide cross-curriculum instruction and project-based learning.
- Teachers will use technology in data teams that meet weekly to evaluate student progress.

Staff Development. Example:

- Our school will collaborate with other charter schools to develop a knowledge sharing system that will function as an online professional learning cohort.
- 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.
- We will develop a data dashboard to allow teachers to access student assessment data and inform individualized instruction.
- Students will use online resources with industry partners for capstone projects.

Funding. Examples:

- Our charter school will commit 5% of our annual funding toward technology.
- 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.

- 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 completed.
- 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, e.g., Boards of Cooperative Educational Services (BOCES), Adult Basic Education programs, other schools and libraries, Colorado Virtual Library, private business 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 website development, staff training, technology support, and grant writing.
- Our school 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 specifications 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 the first day of school. A maximum of \$25,000 is budgeted and computers must include no less than 16GB RAM, Intel Core i5 processor @ 2.5 GHz, Windows 10, 250 GB hard drives, and wireless networking capability.
- Site license for Accelerated Reader software will be purchased for the elementary school by the first day of Year 2 of operations. 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. An estimated \$10,000 is needed for a site license for the 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 journalism class.

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 Academic Standards in language arts, social studies, and science classes.
- Accelerated Reader 360 will be implemented in grades 2 and 3 starting in the fall of Year 1 of operations. In subsequent years, the Accelerated Reader 360 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 journalism class will use the scanner, color laser printer, and digital camera to produce a monthly newsletter for all students. Other 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, beginning in the fall of Year 2 of operations. There is no cost associated.
- Our science staff will attend the BOCES mobile training seminar on basic network development to be held in Trinidad in May. There is no cost associated.

- Five interested staff members will receive up to \$300 in travel, hotel, and registration expenses to attend the Technology & Innovation in Education (TIE) conference in Snowmass in June. 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.
- All second and third grade staff will receive no less than three training dates for using the Accelerated Reader 360.

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, media center inventory list, software used for instruction, and inventory list of site licenses, etc. Describe maintenance costs and resources (support staff, maintenance contracts). Some examples are:

- Our school district accesses the Internet via a 7Mbps line from Century Link (Circuit ID: 23YBGA240000)
- Our site licenses include 250 users and unlimited upgrades for MS Office 2016.

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 ABC STEM grant of \$10,000 to upgrade our computer lab from iMac computers to MacbookPro to enable better capability and portability.
- For Year 2 of operations, our school will expend 5% of our general operating fund on technology, for a total of \$36,000.
- For fiscal year 2018, our school expects to receive a \$7,000 donation for technology training from the XYZ 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 Appendix E: Library Development 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 applicants that propose use of grant funds for school library purposes are required to fill out Appendix E: Library Development 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; and
- 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

- What is the 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 information on and results from impact studies). 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;
 - Producing 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 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 Colorado 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 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 grant applicants are required to complete Appendix F: Professional Development Plan as part of Part II: E 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 ABC 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.
- Example: By September 90% of all teachers identified will receive detailed training in our mathematics, science, and history curriculum, as provided by the organization creating the curriculum.

Tasks

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

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?
- Did you take into consideration limited resources and time?

Outcomes/Evaluation

- How will you measure the success of your professional development plan (behavior, attitudes, knowledge)?
- Outcomes should directly measure whether or not you have met your previously identified needs.

- Measures should be both qualitative and quantitative (example: 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.
- Include 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

Does your budget clearly support your professional development plan? 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?

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 Appendix G: Performance Management Plan

All CCSP grant applicants are required to complete Appendix G: Performance Management Plan as part of Part II: B and 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, 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 state assessments 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:

Includes 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 three key indicators of school performance—student achievement growth, student achievement status, and postsecondary and workforce readiness. [SchoolView](#) serves as Colorado’s public data portal, providing easy access to data on federal and state accountability results, academic performance, and student and school demographics. First and foremost however, is 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 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, 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 that 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 other charter schools for additional resources and conducted due diligence in selecting your system?
- There are many competing systems at different price points, each with differing functionality and potential for expansion. Popular SISs include [Administrator's Plus](#), [Infinite Campus](#), [PowerSchool](#), [RenWeb](#), [TeacherEase](#), 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 systems 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; this is prior to any additional district fees. Additionally, many districts do not invoice schools but withhold a percentage of schools' PPR (usually around 3-5%) to cover the cost of the SIS (considered one of the "administrative costs").

Please note that schools may receive training through their districts, which reduces professional development costs; nonetheless, trainings are a necessary component of using this system effectively and should be included in your budget and calendar on an annual basis.

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.

The use of an interim assessment enables longitudinal analysis of student progress using a measure other than state assessments and on a different testing cycle (i.e., fall-spring). Common interim assessments among Colorado charters include [Acuity](#), [DIBELS](#), [Galileo](#), [Iowa](#), [Measures of Academic Progress \(MAP\)](#), [Performance Series](#), [Stanford Achievement Test Series, Tenth Edition \(SAT10\)](#), [Star](#), 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 Academic Standards? Other standards implemented in the school program? Does the assessment align to CMAS?
- 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, CDE?

Formative/Classroom Assessments

Formative assessments are both a process of instruction and a variety of products on which specific and frequent feedback is 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. If the assessment is paper and 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 independent assessments. 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. Please note that schools may receive training through their district, which reduces professional development costs; 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 and 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.

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?

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 education plans, response to intervention (RtI) plans, Individualized Education Program (IEP) facilitations, upload state and/or local assessments, etc. All of these packages come at different price points. Costs average \$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.

Additional Web Resources

[Federal Charter Schools Program](#)

[Charter Schools Program Nonregulatory Guidance](#)

[U.S. Department of Education](#)

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

[National Governors Association Center for Best Practices](#)

Contains quality articles on various aspects of school programming including teacher effectiveness, early education, STEM, competency-based learning, etc.

[Center for Education Reform](#)

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

[Institute of Education Sciences](#)

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.

[What Works Clearinghouse](#)

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