

**Objective 1: Increase the number of new high quality charter schools that enable all students to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.**

CSP funds will be used to conduct the following activities in order to meet this objective: conduct a sub-grant program; provide support and training to sub-grantees; maintain the “Start a Colorado Charter” web site; and conduct the Charter School Support Initiative process.

**SUB-GRANT PROGRAM**

To meet this objective, CDE will conduct a sub-grant program providing start-up and implementation grants to new charter school applicants. CDE, in collaboration with The League and the CSI, will increase the number of new high quality charter schools. CDE estimates the following number of sub-grants to be awarded:

- Start-up Grants (\$180,000 to \$200,000 per year)  
16 schools will receive start-up grants in FY 2010-2011,  
17 in FY 2011-2012,  
17 in FY 2012-2013  
18 in FY 2013-2014\*, and  
18 in FY 2014-2015\*.
- Implementation Grants (\$180,000 per year)  
22 will receive implementation grants in 2010-2011,  
27 in FY 2011-2012,  
33 in FY 2012-2013,  
34 in FY 2013-2014\*, and  
35 in FY 2014-2015\*.

\*note: seeking a waiver from 3 year limitation for a 5 year grant - ESEA 1965, Title V, Part B, Subpart 1, Sec. 5202 (c)(1) (see application requirement (vi))

CDE offers start-up and implementation grants. Schools may apply for and receive a start-up grant a year before opening. A school that successfully fulfills its goals under a start-up grant is eligible to apply for an implementation grant in year 2 and in year 3. Schools may receive grants for a total of three years.

Under previous federal grants, CDE developed and refined a rigorous Request for Proposal (RFP) for the start-up grant that encourages applicants to engage in intensive planning before opening their doors. Prior to submitting an application, applicants must submit information detailing their degree of autonomy, the identity of their board membership, and their lottery policy. The RFP also includes an emphasis on literacy; schools requesting funds for reading curriculum or professional development must demonstrate that they are supported by scientific research. Applicants must provide information on how they will recruit, identify and serve the needs of low income and at-risk students, and, if qualified for Title I funding, how student needs will be addressed. They must show how they meet the federal definition of a new charter school.

Every applicant must submit a data management plan to be updated annually along with the school’s progress report/implementation grant request. If a school requests funds for professional development (board or staff), a library, or technology, it must provide a professional development plan, technology plan or library plan in the grant application. Further, all grant applicants are required to submit their Accreditation Plan and a detailed description of the school’s financial practices. The RFP (available online) includes samples of these plans.

To help applicants develop a high quality proposal and undergo effective school planning, we require at least one representative from each new applicant to attend a grant writer's training. CDE holds training twice a year, six to eight weeks prior to Tier I and II start-up grant deadlines (August/January). We accept applications twice a year to accommodate schools receiving their charters during the winter months. Implementation grant training, for year two and three schools, is also required and held once a year (August). Additionally, CDE's web site contains extensive information about the grant program, including links to a current grant calendar, a description of the grant program, a list of current sub-grantees, Non-Regulatory Guidance, EDGAR regulations, and other state and federal grant opportunities. The information, training, and criteria (including the scoring rubric) of the RFP itself ensures higher quality grant applications and increases the likelihood the application will be funded. CDE also assigns each applicant a grant consultant to review the application and provide feedback.

The process for awarding start-up grants is competitive to make certain only the highest quality proposals receive funding. Because of the rigor of the process, each year approximately 10-20% of the applications are rejected, most often due to inadequate preplanning. CDE conducts sub-grant reviews twice annually. Start-up grant proposals are due by the middle of October or February. Schools awarded start-up sub-grants must become operational the following school year.

CDE program staff reviews applications for adherence to assurances, budgetary restrictions, eligibility and compliance with formatting requirements to determine if they are in compliance with EDGAR and the basic requirements of the grant program. For content review and rubric scoring, CDE draws from a pool of roughly 25 individuals with expertise and experience in charter school governance, finance, or leadership and grant reading. Reviewers serve without compensation and receive training in conflict of interest, review instructions, rubric and scoring guidelines, and application components. Each reviewer receives a copy of four to six grant applications approximately two weeks in advance of the review date. Reviewers use this time to individually evaluate the applications and develop preliminary scores. On the review date, teams of three grant reviewers discuss each application, scrutinizing each section and discussing any discrepancies in the individual scoring results. Rubric scoring data from all grant reviewers is used as the basis for comparison. Where there are significant scoring variances, the grant review team may turn to a fourth reviewer to make a final scoring determination.

To encourage applicants to prepare high quality applications, the highest scoring proposals will receive a "high potential school" designation. Such schools will receive higher funding awards and supplemental funding. We estimate that, at a minimum, 10% of applicants will receive this special designation.

While start-up grants are competitive in nature, implementation (continuation) grants are awarded based on satisfactory progress toward meeting grant project goals. Schools seeking grants are judged on the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the start-up application. In the Monitoring Report, WestEd analysts observed, "The state's peer review process is rigorous and transparent. The state fully meets the indicator. There is substantial evidence that the state is effectively supporting the creation of high-quality charter schools through its grant application process. Furthermore, the state continues to monitor charter school quality to ensure the continuation of high-quality charter schools."

Once awarded, all sub-grantees are monitored. They must provide an annual progress report, including academic achievement data. CDE provides technical assistance when reporting is

insufficient or incomplete. The monitoring process includes a desk review during the start-up year, an onsite review with approximately 25 data collection points during year two of the grant, and a Charter School Support Initiative (CSSI) site visit during year three. (The CSSI process is discussed below in further detail.)

In Colorado, charter schools are not their own LEA. The charter school authorizer, therefore, acts as the fiscal agent for the sub-grant funds. Districts distribute funds on a reimbursement basis. They must transfer the full grant amount to the charter school and may not pose any indirect costs. This process is monitored through occasional internal system audits and regular monitoring visits conducted over the grant period.

### **SUPPORT AND TRAINING FOR SUBGRANTEES**

CDE places great value on providing support and training to sub-grantees as a means of ensuring high quality school programs. Content, target audiences, and delivery methods for training are based on the best practices identified in the “Standards and Indicators for Continuous School Improvement”, the evaluation tool used by the CSSI team, and the team’s observations from over 40 site visits. The sub-grantee training program is a subset of the full spectrum support and services provided through CDE and described in more detail under Objective 2.

Trainings for sub-grantees fall into three categories: “Required” mandatory trainings, trainings with “Expected” participation, and “Recommended” trainings. In addition to attending all Required trainings, sub-grantees may select from a menu of the Expected and Recommended trainings. (See Appendix E.) The following trainings were developed to address the specific needs of sub-grantee charter schools:

***Grant Writers’ Training:*** All prospective sub-grant applicants must attend the “Required” Grant Writers’ Training previously discussed in the description of the sub-grant program. At the end of the start-up grant training sessions, Intent to Submit forms are collected from participants as a means of tracking this requirement. If travel to the training session would present a hardship, applicants receive personal training and consultation over the phone and through email.

***Board Member Training and Certification:*** By the completion of their third year of sub-grant funding, all sub-grantee schools must participate in governing board training and ensure their board members are certified. The certification process is available to all charter schools in the state. The program is discussed in detail under Objective 2.

***Performance Management Training for Sub-grantees:*** Sub-grantees must attend Performance Management Training which is provided by The League in collaboration with CDE. Performance Management trainings are designed for targeted audiences, such as board members, administrators, or lead teachers, and are based the best practices identified in the “Standards and Indicators for Continuous School Improvement”. The Performance Management trainings address topics such as curriculum alignment, standards based instruction and assessment, and data driven decision making. The League and CDE select and train consultants based on their demonstrated track record of success and expertise. In the grant application, sub-grantees must outline in which performance management trainings the sub-grantee wishes to participate in, and which staff members will attend. If the school will not be participating in any of the trainings, the sub-grantee must explain how those training needs will be met.

***Charter School Application Writers’ Boot Camp:*** CDE, in collaboration with The League and CSI, provides a workshop for potential charter school developers, including interested parents, on the requirements of the charter school application process. In 2009, this workshop was expanded to a three-day intensive examination of the application requirements, the Standard

Application, Checklist, and Review Rubric (discussed below in more detail) and the state's accountability frameworks. Speakers at the event include authorizers, administrators, teachers, board members, and charter school founders who have demonstrated success in charter school best practices. While this training is not designated as a Required training for sub-grantee schools, the content of the training parallels and complements the department's sub-grant program. CDE includes this training on the list of Expected training opportunities for sub-grantees because a solid charter application lays the foundation for a high quality grant application. This workshop is held once per year, usually in June, in preparation for fall submission deadlines.

### **“START A COLORADO CHARTER” WEB SITE**

The CSI, The League, and CDE have collaborated to create a web site to help potential charter school developers navigate the process of opening a new charter school in Colorado. The web site's charter application process flowchart guides individuals through the steps required to submit an application in user-friendly language. The process is divided into an initial exploratory stage, followed by four clear steps for submitting an application. Each step includes a description of the critical milestones of the process, recommended reading and training (such as the CSP sub-grant training), and critical networking and relationships that support the process.

The web site houses the Standard Application, Checklist, and Review Rubric, Sample Charter Contract Language, and a five-year budget template specific to Colorado. The Standard Application includes a checklist and review rubric for new charter applicants and charter school authorizers to encourage high quality, complete charter applications. Authorizers and charter schools may also access the Sample Contract and guidelines for the development of charter contracts. These resources are discussed further under Objective 2.

CDE will update to the resources on the “Start a Colorado Charter” web site as required by legislative changes; additional resources as they become available; and additional information as needs indicate. Through evaluation, the department will monitor the number of charter school authorizers adopting the Standard Application, language from the Sample Contract, and best practices suggested on the web site.

### **CHARTER SCHOOL SUPPORT INITIATIVE (CSSI)**

In late 2005, CDE piloted the Colorado School Support Initiative (CSSI) for charter schools, replicating the Colorado Title I School Support evaluation process. Since then, CSSI teams have visited 42 schools. It is expected that at least 90% of implementation sub-grant recipients will undergo a CSSI visit during this five-year grant. Under the CSSI, specially trained teams of education experts provide schools a comprehensive evaluation using the Standards and Indicators for School Improvement, the research-based, 9-part rubric for evaluating underperforming Title I schools. For charter schools, CDE added a 10th standard covering board leadership and an 11th standard addressing charter school financial practices. Sub-grantee charter schools are expected to participate in a CSSI site visit during their third year of receiving the grant. The purpose of engaging in the process is to set a course for self-improvement in the early years of development. The CSSI process begins with an intensive three or four day site visit. After the CSSI site visit, the school receives a detailed report based on the rubric and recommendations for research-based steps to improve school performance.

CDE provides schools with written and electronic resources to address deficits identified in their reports. In 2008, CDE prepared a resource manual with detailed information and resources

for addressing each of the standards in the rubric. The manual will be expanded to address the governance and finance standards this year.

The Schools of Choice Unit at CDE will collaborate on an update of the 9-part rubric this summer. CDE will re-train all School Support team members. Both Title I and the CSSI will begin using the new rubric in the fall.

The success of the CSSI evaluation has engaged the interest of school districts, the CSI, and the mature charter schools. Two 14 year old charter schools independently funded and received a CSSI evaluation in the 2008-2009 school year. Several authorizers have requested charter schools purchase a CSSI visit to prepare for their charter renewal. Many other school districts are recognizing the value of this report as a school self-improvement tool and have endorsed the use of the process. The Charter School Institute has made the CSSI evaluation mandatory for all of its two year old schools regardless of whether or not the school is receiving CSP funds. In addition, the CSI has built an abbreviated process to follow-up with schools several years after they have received a CSSI visit to evaluate actions taken in response to the report recommendations.

CSSI has also played a role in turnaround efforts. In 2009, the CSSI process was instrumental in identifying the needs of a struggling Denver charter school. The school has since begun an intensive turnaround effort. The CSSI process will continue to diagnose issues in underperforming schools, as well as to evaluate effective turnaround projects.

**Objective 2: Build capacity among authorizers, board members, administrators, and teachers at new and existing charter schools to conduct quality authorizing, exert effective school leadership, and engage in high-impact teaching so that students will achieve state content standards, graduate from high school and enter college or a career with the requisite knowledge and skills to succeed.**

In addition to the sub-grant program, CDE will use CSP administrative funds together with state funds to build capacity in all of the state's charter schools (new and established schools) to help them raise achievement and enable all students to make progress toward meeting state standards. This objective includes the following activities: resource development; trainings, seminars, and luncheons; reporting; and research. Some of these activities are institutionalized as a part of the service and support program provided by CDE. The activities that fall into this category may not be specifically monitored under the grant or in the Management Grid, but are described here to convey the full spectrum of support offered through the department.

### **RESOURCE DEVELOPMENT**

***Online Resources – CDE Web Site:*** Administrative funds will be used to continue to augment and refine the CDE web site. Audio recordings and copies of handouts from training sessions are provided on the web site for individuals unable to attend. A full list of the online resources, sample documents, handbooks, research studies, and CDE publications is available in Appendix G. The Schools of Choice web site includes a Best Practice Guidebook which is a subset of resources organized to best suit the needs of different charter school user groups. The entirely electronic Administrator's Guidebook, developed under the previous grant and discussed in more detail below, will drive the augmentation and alignment of the Best Practice Guidebook and other resources as they are further developed, modified, and updated.

**Online Resources – Collaborative:** In addition to resources available on the web site and the “Start a Colorado Charter” web site described under Objective 1, CDE has collaborated with The League and the CSI to provide a statewide online training resource—the online Charter School Governing Board Training Modules. The modules, which constitute approximately 15 hours of training, address 30 essential topics (see Appendix D) regarding state statutes and best practices in board governance. Upon satisfactory completion of all modules, individual users receive a certificate of completion. Administrative funds will be used to refine and augment the modules. The program will be updated to address trends and pertinent statutory changes.

**Resource Projects:** Over time, CDE has developed a number of handbooks as a means of compiling best practices in a single location. All handbooks developed by CDE are widely distributed to charter school developers, leaders, and authorizers through the CDE web site. In 2010, the department released an entirely electronic Administrators Guide to Leading a Colorado Charter School. Aligned with the CSSI Standards and Indicators for School Improvement, the handbook provides an overview on each topic, electronic links to more detailed additional information, best practices, and resource references. During this grant cycle, administrative funds will be used to develop a charter school Authorizer’s Handbook outlining the practical application of the state adopted charter school authorizer quality standards, and a charter school Governing Board President’s Handbook with information pertinent to the role of board leaders.

In addition, The League and CDE will be developing a common Charter School Governance Resource that will replace previous handbook resources used by the separate entities and provide a unified message on best practices. The Charter School Governance Resource will be based on the content of the CSSI standard 10 rubric on board governance. This resource will be used when developing specialized training sessions for schools requesting technical assistance beyond the content provided in the online board training modules.

### **TRAININGS, SEMINARS, AND LUNCHEONS**

CDE conducts the following trainings, seminars and luncheons to equip charter school authorizers, leaders, administrators, and employees with knowledge and skills and to enable them to network and collaborate. Many of these networking and training opportunities have become institutionalized at the department. (See Appendix E.)

**Authorizer Support and Training:** The National Association of Charter School Authorizers (NACSA) recently conducted an evaluation of three large Colorado charter school authorizers: the Charter School Institute (CSI), Pueblo 60, and Denver Public Schools, and is in the process of evaluating the Aurora Public Schools system. The review process, conducted at the request of the authorizer, is based on a quality school performance framework. NACSA shares the evaluation results statewide to improve authorizing practices and add to the body of information on quality authorizing practices. This spring (2010), the Colorado General Assembly considered adopting Colorado authorizer quality standards based on those developed by NACSA. If adopted, these could be tied to district accreditation, requiring the CSI and school districts to certify to the State Board of Education that they meet the standards. Even if the legislature does not mandate the standards, districts have begun to recognize the need for quality authorizing and are seeking the help of CDE and The League. To support authorizers, CDE and its partners will continue to develop resources that further define quality in authorizing, frame policy implications, and guide implementation of best practices, including the development of an Authorizer’s Handbook.

*1. Authorizer Training Luncheons:* CDE, with The League and CSI, provides charter school authorizer training on the proposed quality standards, the charter application process,

contracting, the charter renewal process, monitoring, oversight, charter replication, and charter school restart and turnaround models. Training luncheons are offered regionally, five times during the school year. The authorizer training sessions are formatted to allow resource sharing and networking with an emphasis on highlighting best practices.

2. *Application Reviewer Training:* Inundated with charter applications of varying quality, charter school authorizers asked CDE to develop a model Standard Application, Checklist and Review Rubric. This resource was developed to provide guidance for charter developers and for authorizers as they evaluate applications for quality and completeness. The Standard Application has been adopted by at least ten authorizers to date. After the resource was published, authorizers requested and received Sample Charter Contract Language and a Resource for Developing Charter Contracts. CDE will collaborate with the CSI and The League to develop a state-wide training program for charter application reviewers. The intent of this training program will be to work within the framework of the authorizer quality standards to establish protocols for best practices in application review. CDE will provide this training once a year to best meet the needs of school districts.

3. *Building on Research:* In order to provide authorizers and those interested in opening charter schools information on which schools have the greatest impact, CDE commissioned researchers to create a typology that compares achievement levels of Colorado charter schools based on their educational approach. The study sorted the state's charter schools into five pedagogical categories (traditional, progressive, general, vocational, and alternative delivery) and into two student population types (targeted enrollment and open enrollment) and compared their achievement levels. CDE encourages authorizers to use the results of this study to evaluate replication models and to develop requests for new charter school proposals.

CDE anticipates the release of the Special Education Finance Study in the summer of 2010, which will be shared with authorizers. The report will shed light on special education funding at charter schools and the unique challenges they face in providing services.

Recently, there has been much focus on establishing protocols for turning around the lowest performing schools. CDE will use administrative grant funds to conduct a five-year case study on charter school restart and turnaround in Colorado (details are provided below under Research Studies). As the state redefines accreditation frameworks and implements new school performance expectations, CDE anticipates that the lowest performing schools, those that fall within the bottom 5%, will be targeted for turnaround. CDE will assist authorizers in identifying best practices and turnaround strategies in charter schools, and will provide technical assistance to authorizers as they navigate the state's expectations.

***Governing Board Support and Training:*** As the number of charter schools in the state grows, there is a constant need for high quality charter school governing board members. CDE encourages charter school boards to improve their leadership capacity and model continuous improvement through training. The following trainings are available to all charter schools in the state and are categorized as either Required or Recommended for sub-grantee charter schools.

1. *Online Governing Board Training Modules and Certification:* CDE, The League, and the CSI developed the Online Governing Board Training Modules described previously under Online Resources. CDE recommends that all charter school board members obtain certification. Sub-grantee school board members are required to become certified during the first 12 months of grant funding. The CSI and at least one school district in the state mandate certification of all charter school board members as part of their charter agreement. CDE will continue to refine and update the web resource based on feedback and legislative changes. (See Appendix D.)

2. *Regional and Specialized Board Training:* CDE, in collaboration with The League, will continue to offer free regional board training once per semester. These trainings offer an abbreviated examination of the module training topics, and are aligned with CSSI board governance standard. Schools may also request differentiated training, which is provided through The League and may be purchased with sub-grant funds. CDE will be collaborating with The League to develop a common board governance resource, described previously under Resource Projects, as the basis for these specialized trainings.

3. *Board President's Network:* CDE's emphasis on collaboration and the sharing of best practices among charter schools resulted in the successful development of the Business Manager's Network and the regional charter school leader/administrator groups. To expand these efforts, CDE will facilitate the development of a Board President's Network with the aim of providing support and resources to governing board leadership. CDE will build upon a small group of charter board presidents in one Denver-metro school district, who spontaneously united to address a common need and to negotiate collectively. The Board President's Network will target current and future board leaders and chairpersons, and will provide a venue for troubleshooting, networking, technical assistance, and discussion. Recognizing the geographic distribution of charter schools, CDE will ensure the opportunity for online participation and webinar formats. Board president meetings will be held four times per year (two regionally and two via webinar). The Board President's Network will also provide a venue for review and feedback on the content of a Governing Board President's Handbook as it is developed.

***Administrator Support and Training:*** CDE is committed to providing support and assistance to lead administrators in both new and existing charter schools. Training is highly encouraged for sub-grantee administrators, whether they are new to the role or not.

1. *School Leadership Mentoring Program:* To build leadership capacity among new charter school administrators and those aspiring to be charter school administrators, CDE will implement a mentoring program. Building administrators' skills and capacity to lead will positively impact teachers, school culture, school operations and ultimately student achievement. It will also help stem feelings of isolation among new leaders by providing a peer network, while enabling mature leaders to develop their mentoring skills. Full program implementation will take two years. During the first year, CDE will use grant funds to create a curriculum based on the Administrator's Guide to Leading a Colorado Charter School and begin the first year of the mentoring sessions. This electronic handbook will be augmented and refined to meet the needs of the mentoring program. As a supplement, a resource library that complements the handbook will be developed. Using CSP funds, these resources will be acquired, catalogued, and made readily available to participants in the program, and other administrators in Colorado charter schools. CDE will work with experienced charter school administrators with demonstrated success to design the mentoring program curriculum, make selections for the resource library, and serve as mentors.

Participants in the program may be new to administrative roles, principals with prior experience but new to charter schools, or principals of turnaround schools. Administrators outside those categories will be welcome to participate for a fee. The two year program follows an instructional model that includes work as a cohort team, work with a mentor, written reflections, and site visit observations. Mentoring sessions will be conducted regionally, and may include school visits, phone conferences, and shadowing. Participants who successfully complete the program may be identified and invited to continue in the program as a mentor, thus



perpetuating the growth of the mentoring program and an administrator network in Colorado. A list of program components is provided in Appendix F.

2. *Leadership Development Workshop*: CDE will host an annual one-day workshop for administrators and lead teachers in all charter schools. CSP funds will be used to develop the content of the workshop and to provide stipends to workshop facilitators and presenters. The purpose of the workshop is to facilitate the development of a charter school community in Colorado, to develop new charter school leadership from within that community, and to support the needs of new and developing schools. The workshop will focus on best practices in instruction, classroom strategies, the Colorado Growth Model, Colorado's new academic standards and accreditation framework, and charter school accountability structures.

3. *Pikes Peak Leadership Development Luncheons*: The Pikes Peak region (Colorado Springs) contains the highest concentration of charter schools in the state, outside of the Denver-metro area. These luncheons are held once a month during the school year and are open to all charter school administrators, or those aspiring to be charter school administrators, including sub-grantees. Led by an experienced charter school administrator, these luncheons help improve knowledge through book studies and discussions, and reduce the sense of isolation. The model for this program differs from the School Leadership Mentoring Program, in that the focus text varies from year to year depending on the interests and needs of the group. Feedback indicates that these luncheons are highly valued by attendees.

***Business Office Support and Training***: Charter school closures in Colorado have been primarily the result of financial mismanagement. CDE offers support structures for administrators, business managers, and board treasurers to address the financial aspects of charter management. The department takes the CSSI finance standard, Standard 11, into consideration when establishing the agenda for these trainings.

1. *Annual Finance Seminar*: The Annual Finance Seminar is an interactive, day-long workshop on charter school finance issues that are specific to charter school board members, business managers, and administrators. This event is institutionalized at the department. The seminar is conducted in the fall in the Denver Metro area, and once per year (date varies) on the Western Slope (Grand Junction area).

2. *Business Manager Network Meetings*: At these meetings, schools receive the most current and practical, experience-based technical information on topics pertinent to business management of charter schools. Demonstrated success and best practices are shared openly among participants, fostering a sense of community and networking. CDE assembles an agenda for each meeting based on requests from participants and relevance to the business environment. Meetings are typically held four times per year (every other month following the Denver-metro Annual Finance Seminar).

***General Support and Training***: The following activities are institutionalized and are included here as part of the full description of the support and services provided through CDE.

1. *Regional Charter School Luncheon Groups*: These luncheons provide networking and training opportunities to regional charter school personnel and are offered twice a semester.

2. *Charter School Special Education Advisory Committee*: State advisory committee meetings, which are open to the public, inform attendees on current issues and regulations specific to charter school special education programming and are offered three times a year.

## **RESEARCH**

### ***Charter School Grant Program Research Projects:***

1. *Replication Study*: CDE will commission researchers Carpenter and Kafer to determine how many charter schools have been created through replication, the rate of replication, trends in locations and other exigencies of replication, what process have been and are currently being used, the performance of replication schools, state and local policies relevant to replication, barriers to replication, and recommendations for future replication. This study is particularly pertinent given the loss of momentum in the charter school movement. The rapid pace of charter school growth has slowed in recent years (Bennett, 2008; Bulkley, 2005). Among the reasons for this diminishment is charter school operators' increasing awareness of the difficulties of opening and managing schools (Bulkley, 2005).

Even educational management organizations (EMOs) or charter management organizations (CMOs) which have the capacity, experience, and specialized knowledge to open more schools, are also slowing down (Bennett, 2008; Bulkley, 2005; Education Sector, 2009). The slow pace of new school creation has the potential to undermine the promise of charter schools. Many are concerned that charter schools will be too few to fulfill their potential, unless successful charter schools can be replicated (Bennett, 2008).

Although some research is beginning to surface on the replication process and barriers to new school creation (Bennett, 2008; Bulkley, 2005; Bulkley & Hicks, 2005; Education Sector, 2009; Garcia, Barber, & Molnar, 2009; Hendrie, 2005; Rhim, 1998), the utility of this research is somewhat limited for policy leaders and educational decision makers in specific states given their policy, demographic, educational, and political idiosyncrasies. Thus, CDE will commission a study of charter school replication in Colorado. The study will be guided by two primary questions: what is the current state of replication in Colorado?; and, what are the dominant replication processes used in Colorado? The report will be completed in the first year of this grant cycle and published and made public by the CDE.

2. *Leadership Needs Assessment*: Recently, charter school researchers identified the issue of leadership as one requiring greater attention by researchers, policy leaders, and educational decision makers (Campbell & Gross, 2008; Campbell & Grubb, 2008; Gross & Pochop, 2007; National Alliance for Public Charter Schools, 2008). Much like the importance of educational leadership generally (Waters, Marzano, & McNulty, 2003), charter school leadership plays a critical role in the success of a school. Charter school leadership preparation and the needs of charter leaders, however, are just beginning to receive attention in the form of unique charter school leadership preparation programs and continuing education opportunities (Berman, 2008).

During the previous grant cycle, the CDE commissioned a study of charter school leadership in Colorado (Carpenter & Kafer, 2010). That study built on prior work (Campbell & Gross, 2008; Dressler, 2001; Griffin & Wohlstetter, 2001; Gross & Pochop, 2007) to examine the background characteristics of Colorado charter leaders, perceptions held by these leaders, how they spend their time and resources, and their relationships with their boards. As a follow-up to that study, CDE will commission a needs assessment of charter leaders in Colorado. This study will focus on three primary questions: 1) What preparation did charter school administrators receive that served them well for their jobs?; 2) What preparation did charter principals not receive that they needed in order to carry out their jobs successfully?; and 3) What continuing education do charter leaders need to do their jobs?

The CDE will use the information to design or enlist others to design continuing education opportunities for charter leaders, and to refine current training opportunities. Additionally, a university in Colorado is exploring the opportunity to create a leadership preparation program specifically for aspiring charter leaders. Results from the needs assessment would be used in the

design of that program. The research will be completed by Dr. Dick Carpenter, with the assistance of doctoral students from the University of Colorado. The needs assessment will be completed in year two of this grant cycle.

3. *Longitudinal Evaluation of Charter Leader Mentoring Program*: Beginning in fall 2010, the CDE will offer a charter school principal mentorship program described earlier in this grant. Throughout this grant cycle, we will also implement a program evaluation of this mentoring program. The evaluation will include both formative and summative elements.

Formative: Elements for the formative evaluation will include monthly online logs, annual closed- and open-ended surveys completed by both the mentor and mentee, and observations of quarterly meetings by the program evaluator. The logs will track time spent in and content of mentorship activities. The surveys will ask mentors and mentees to evaluate the quality and utility of the mentorship program and relationship. Mentors will also be asked on the annual survey to evaluate the performance of the mentee in the content areas covered in the program.

Summative: Elements for the summative evaluation will include pre and post surveys of board presidents for each mentee, annual school performance data for mentees, and aggregate survey data from the formative assessments.

This evaluation will be completed by Dr. Dick Carpenter. It will include semester and annual reports provided to the director of the program and Denise Mund for formative purposes. A final, summative report will be written at the end of this grant cycle.

4. *Case Study of a Turnaround School*: Although the topic of turnaround schools has been studied for some decades, the idea has received greater attention in recent years (Murphy & Meyers, 2009), particularly with the new administration (Duncan, 2009). Case studies of successful turnarounds provide the most information about the turnaround process (Rourke & Hartzman, 2008; Rourke & Mero, 2008; Sizemore, 1988). These lessons have been aggregated into reports (Herman et al., 2008) and journal articles (Boyne & Meier, 2009; Duke, 2004, 2006; Eilers & Camacho, 2007; Meyers & Murphy, 2007; Murphy, 2009; Murphy & Meyers, 2009) containing “lessons learned” and recommendations.

Although this literature is important and helpful, they do not cover charter schools. As a result of some state policies and NCLB, failing schools can be reconstituted into charter schools under the assumption that they will turnaround. To date, failing charters have simply closed, but now efforts are underway to turnaround failing charter schools, too.

An underperforming charter school in metro-Denver has just begun a turnaround process, creating an opportunity to study the process in a charter school. CDE will commission a case study to examine the turnaround process in real time. The charter school is following a turnaround model that may be described more as a “transformation” or “restart”, where the school leadership and a large percentage of the instructional staff are replaced, while the children maintain enrollment and the school remains open. The process will be managed by a CMO created by and based on the model of a highly successful charter school in Fort Collins, Ridgeview Classical Schools. The goal is for the turnaround charter school to be self-sufficient within three to five years of assistance from the CMO. Thus, in addition to the unusual feature of a charter assisting another charter in the turnaround process, there is also an element of replication in the process.

The project will be guided by the following research questions: what does turnaround look like when a charter school assists another charter in the process?; what are the perceived strengths and challenges in the process?; what is the effect of turnaround processes, as measured by achievement and school performance data, in which a charter school assists another charter?;

what role does culture play in the turnaround process?; and what is the relationship between purpose or mission and the success of the turnaround process?

Because turnaround processes routinely take two to four years (Herman et al., 2008; Rivero, 2009), this study will span the length of this grant cycle. The research will be completed by Dr. Dick Carpenter and Krista Kafer, with the assistance of doctoral students from the University of Colorado. Although the final report will not be completed until the end of this grant cycle, the researchers will complete annual reports containing ongoing findings from interviews, surveys, observations, document analysis, and data monitoring. All data will be maintained and available only to the research team. Results will be reported in such a way so as to protect the identity of individuals.

**Interviews:** Confidential interviews with turnaround leaders (the school principal and authorizer staff liaison) will be conducted by the research team each semester. The interviews will be semi-structured and designed to measure perceptions and opinions about the turnaround process that cannot be measured by a closed-ended survey. Interviews will also facilitate an examination and description of the turnaround process. Interview results will be reported in the aggregate, or when quotes are used, individual identities will be protected.

**Surveys:** Annual surveys will be administered to turnaround participants (authorizer staff liaison, board, and staff) to measure perceptions and opinions about the turnaround process and its successes and challenges. Questions will be closed-ended. The surveys will be administered online. No identifying information (such as names or IDs) will be collected, further maintaining the confidentiality of respondents. Results will be reported only in the aggregate.

**Observations:** Observations of the school environment will be conducted by the research team once per quarter. These observations are designed to triangulate the data; observations will enable the research team to verify the data produced by the other methods (surveys, interviews, etc.). Observations will be open-ended, meaning no structured observation tools or checklists will be used.

**Document Analysis:** Any large-scale process such as a school turnaround produces documents that capture and codify decisions, policies, actions, processes, and so forth. These documents will be analyzed using inductive content analysis to determine dominant themes and patterns—a process consistent with standard qualitative research procedures. These documents may include meeting minutes and agendas, emails, brochures, journals, curricula, and the like. When necessary, confidentiality will be maintained for individuals; although, this will not always be necessary or possible with names that appear on public documents.

**Data Monitoring:** The primary purpose of any turnaround process is to increase student achievement and school performance. Therefore, the research team will gather and analyze achievement and performance data routinely produced by schools, including assessment and growth model data. Most, if not all of these data will be requested from the CDE and analyzed using standard quantitative procedures. Only aggregate student data results will be reported.

A list of references is provided in Appendix A.

(ii) *The degree of flexibility afforded by the SEA to charter schools under the State’s charter school law (30 points).*

Colorado’s charter schools are afforded a large degree of flexibility under the state’s charter school law – the Colorado Charter Schools Act [Colo. Rev. Stat. 22-30.5-101 et.seq.] including automatic waivers, multiple authorizers, and equalized funding. In the CSP Monitoring report, analysts determined that Colorado “affords a high degree of flexibility and autonomy to charter schools,” and our “technical assistance and waiver forms could be considered a best practice to

be shared with other SEAs.” Due to the strength of Colorado’s charter law, in 2010 the Center for Education Reform ranked Colorado 7<sup>th</sup> out of 39 states and the District of Columbia.

Charter schools are responsible for their own operations, including preparation of budgets, contracting for services, facilities and personnel matters. Charter schools have significant flexibility with regard to hiring, evaluating, compensating and dismissal of employees. Teachers must meet the federal Highly Qualified definition but do not need to be certified or part of a union agreement and are employed At Will by the school. Charter school boards develop their own approach to compensation for staff and faculty which may include merit incentives.

Charter schools may, at their discretion, contract with their authorizing districts for the purchase of district services. Authorizing districts are required to provide such services to the charter school at cost. Authorizing districts may not charge charter schools rent for district facilities deemed available as negotiated by contract.

A charter school may offer any educational program that a school district may offer. In other words, charter schools choose their own curriculum, scope and sequence, instructional strategies, professional development, support programs, and thematic approach.

Charter schools have standing to sue and be sued in their own name for purposes of enforcing any contract. Charter schools, like all public schools, are not subject to local zoning and building regulations. Charter schools may institute a longer school day or school year.

In 2005, the State Board of Education adopted a rule providing automatic waivers for 13 state statutes. (See Appendix C.) School may also request waivers from other state statutes. The state has granted an average of 16 waivers per charter school. Charter schools may also seek waivers from district policy.

In Colorado, there are two types of authorizers – school districts and the state Charter School Institute (CSI). The CSI has chartered 17 schools and has approved two additional schools to open in the fall of 2010. The state also has an appeals process for rejected applications. Under the state appeal procedures, the decision of a local board of education or the Charter School Institute to deny, refuse to renew, revoke a charter or to unilaterally impose conditions that are unacceptable to the charter school or charter applicant, can be appealed to the State Board of Education. There are 26 charter schools open today as a result of an appeal.

Colorado has also made equal funding of charter schools a priority. Pursuant to C.R.S. 22-30.5-112 charter schools are funded at 100% of the Per Pupil Revenue minus up to 5% administrative funds. Authorizers can only deduct administrative funds according to specific Chart of Account codes and must provide a detailed itemization to their charter schools within 90 days of the end of the fiscal year. If a charter school believes administrative funds were inappropriately withheld, they may ask CDE to settle the dispute. Any services provided to a charter school outside of the administrative fees are up to the charter school’s discretion and cannot be imposed by the authorizer.

**MANAGEMENT GRID**

**Objective 1: Increase the number of new high quality charter schools that enable all students to achieve state content standards, graduate from high school and enter college or a career with the requisite knowledge and skills to succeed.**

Activity			Outcome	Measure
<b>1.1 Conduct a sub-grant program providing start-up and implementation grants to new schools with a rigorous application process.</b>			100% of sub-grantee applicants will receive grant writing training.	The number of schools receiving sub-grants will be counted, documented, and compared to the goal.
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>	The total number of charter schools in operation will increase to 160 in 2010, 175 in 2011, and 190 in 2012, 205 in 2013, 220 in 2014.*	The number of sub-grantees receiving training will be counted, documented, and compared to the goal.
Issue RFP for grant program	Annually in July; 07/2010-07/2014	Mund/McMillen/Bisbee	16 schools will receive start-up grants (\$180,000 to \$200,000 per year) in FY 2010-2011; 17 in FY 2011-2012; 17 in 2012-2013; 18 in 2013-2014; and 18 in 2014-2015.**	
Conduct grant writing training	Annually in August and January; 08/2010-01/2015	Mund/McMillen/Bisbee	22 schools will receive implementation grants (\$200,000 per year) in 2010-2011 27 in 2011-2012; 33 in 2012-2013; 34 in 2013-2014; and 35 in 2014-2015.**	
Award grants	Annually in October and March; 10/2010-03/2015	Mund/McMillen/Bisbee	*Note: quantities account for school openings and closures  **Note: quantities are proposed	
Activity			Outcome	Measure
<b>1.2 Provide support services and training for all sub-grantees as required by the grant program (those designated as “Required”, “Expected”, and “Recommended” in the RFP), upon request, and based upon needs assessment (CSSI).</b>			100% of sub-grantee schools will receive specialized board member training upon request during the three year sub-grant period. (Board training is differentiated to meet the needs of	The number of schools participating in required, expected, and recommended training will annually be counted, documented, and

Milestone	Timeline	Responsibility	the school.)	compared to the goal.
Conduct specialized board member training	As needed, upon request	The League	100% of sub-grantee schools will participate in the professional development offerings designated as “Required” by CDE by the end of the three year sub-grant period.	The quality of the training and professional development will be rated as at least “good” by participants on post-training surveys.
Conduct regional Performance Management trainings and include topics such as Data Driven Decision Making, Curriculum Alignment, and Standards Based Assessment and Instruction	08/2010-04/2015 as needed based on sub-grantee request and needs assessment. Trainings are conducted regionally based on sub-grantee geographic distribution.	Trainings are conducted in collaboration with The League	85% of sub-grantee schools will participate in at least five “Expected” professional development offerings per year during the school’s three year sub-grant period.	Participants will report at least a moderate amount of penetration of new knowledge into practice on post-visit surveys.
Conduct Charter Application Writers’ Boot Camp	Annually in June; 06/2010-06/2015	Mund/Dauzvar dis/The League/CSI	<p>70% of sub-grantee schools will participate in at least three “Recommended” professional development offerings per year during the school’s three year sub-grant period.</p> <p>Performance Management training (Data Driven Decision Making, Curriculum Alignment, and Standards Based Assessment and Instruction) will be conducted in at least 70% of the sub-grantee schools by the end of the three year sub-grant period.</p> <p>70% of charter school applicants attending the Application Writers’ Boot Camp, participating in The League’s New School Development process, and submitting charter applications to a Colorado charter authorizer will successfully secure charter contracts and sub-grantee funding.</p>	

Activity			Outcome	Measure
<b>1.3 Perfect and augment the “Start a Colorado Charter” web site (<a href="http://www.startacoloradocharter.org">www.startacoloradocharter.org</a>) and associated resources, an online resource for charter school applicants and authorizers.</b>			<p>The number of charter school authorizers adopting the Colorado Charter School Standard Application will increase each year.</p>	<p>The number of charter school authorizers following the process and protocols outlined in “Start a Colorado Charter” will annually be counted, documented, and compared to the goal.</p>
Milestone	Timeline	Responsibility	<p>The number of charter school authorizers utilizing the Colorado Charter School Sample Contract Language and the accompanying narrative, the Resource for Developing Colorado Charter School Contracts, will increase each year.</p>	
<p>Provide updates as required by legislative changes; additional resources as they are developed or become available; and additional information as needs indicate</p>	<p>As needed</p>	<p>Mund/Dauzvardis/The League/CSI</p>		
Activity			Outcome	Measure
<b>1.4 CSSI will conduct evaluations in implementation sub-grantee schools.</b>			<p>90% of implementation sub-grantee schools will receive a CSSI site visit during the school’s three year sub-grant period.</p>	<p>The number of schools receiving a CSSI site visit will annually be counted, documented, and compared to the goal.</p> <p>The quality of the CSSI process is rated as at least “good” by participants on post-visit surveys.</p> <p>Participants will report at least a moderate amount of penetration of new knowledge into practice on post-visit surveys.</p>
Milestone	Timeline	Responsibility		
<p>Conduct one CSSI site visit per sub-grantee school</p>	<p>09/2010-04/2015; CSSI site visits are conducted during the second or third (implementation) year of the sub-grant program</p>	<p>CSSI team led by Kafer</p>		



Activity			Outcome	Measure
<b>1.5 Supplement the existing CSSI Resource Manual with an additional resource manual that addresses Standard 10 (Board Governance) and Standard 11 (Sound Fiscal Management).</b>			<p>The supplemental resource will be completed and disseminated to 100% of sub-grantee schools.</p> <p>The supplemental resource will be available online on the CDE web site by June of 2012.</p>	<p>The evaluator will track the completion of the supplement, its dissemination, its online status, and whether it was completed by June 2012.</p>
Milestone	Timeline	Responsibility		
Develop and disseminate the resource using the same format as the existing CSSI Resource Manual	06/2012	Mund/Dauzvardis/CSSI Team		

**Objective 2: Build capacity among authorizers, board members, administrators, and teachers at new and existing charter schools to conduct quality authorizing, exert effective school leadership, and engage in high-impact teaching so that students will achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.**

	Overall Objective Outcomes	Measure
<i>(The Overall Objective Outcomes at the right are the anticipated collective result of all Activities under Objective 2.)</i>	<p>Seventy percent of elementary school-aged charter school students will achieve proficient/advanced and 50% of secondary school-aged charter school students will achieve proficient/advanced on the mathematics CSAP in 2011; 73% elementary and 52% secondary in 2012; and 75% elementary and 55% secondary in 2013; 76% elementary and 57% secondary in 2014; 78% elementary and 59% secondary in 2015.</p> <p>Seventy five percent of elementary school-aged charter school students</p>	<p>The evaluator will analyze yearly CSAP performance and growth percentiles from Colorado's Growth Model data for charter schools that have been in existence at least three years to measure growth and compare results to the respective benchmarks.</p>

			<p>will achieve proficient/advanced and 70% of secondary school-aged charter school students will achieve proficient/advanced on the reading CSAP in 2011; 77% elementary and 72% of secondary in 2012; and 78% elementary and 75% secondary in 2013; 80% elementary and 77% secondary in 2014; 81% elementary and 78% secondary in 2015.</p> <p>Charter schools that have operated for more than three years will achieve a median growth percentile of 48 in math in 2010-2011 and demonstrate an increase of one percentile point each year through 2014-2015.</p> <p>Charter schools that have operated for more than three years will achieve a median growth percentile of 51 in reading in 2010-2011 and demonstrate an increase of one percentile point each year through 2014-2015.</p>	
<b>Activity</b>			<b>Outcome</b>	<b>Measure</b>
<p><b>2.1 Provide charter school authorizers networking luncheons and training in best practices in relation to the charter application process, the charter renewal process, monitoring, turnaround, and oversight of charter schools. (authorizer capacity)</b></p>			<p>Authorizers participating in networking luncheons and training will report an improvement in their policies and procedures related to their role.</p>	<p>Authorizers participating in training will report an improvement in their policies and procedures related to their role, as indicated by post-training surveys.</p>
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>		
Conduct regional authorizer networking luncheons and training	Quarterly; 08/2010-05/2015	Mund/CSI/The League	<p>An authorizer's handbook will be completed and disseminated by June of 2015.</p>	

Develop a Charter School Authorizer's Handbook outlining the practical application of the state adopted charter school authorizer quality standards	06/2015	Mund/CSI/The League		
Develop and implement a state level training program for charter application reviewers	06/2012	Mund/Dauzvardis/The League		
<b>Activity</b>			<b>Outcome</b>	<b>Measure</b>
<b>2.2 Develop and implement a Charter School Leadership Mentoring Program using the Administrator's Handbook as the foundational text. (administrator capacity)</b>			60% of sub-grantee administrators will participate in the leadership development mentoring program by the end of the three year grant period.	The number of sub-grantee administrators participating in the mentoring program and luncheons will annually be counted, documented, and compared to the goal.
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>		
Establish the mentoring 2010-2013 mentoring cohort	08/2010	Fontana/Holmes	40% of sub-grantee administrators will complete the entire two-year leadership development mentoring program by the end of the grant period. (Attendance at 60% of mentoring program events over the course of two the two year program will constitute program completion.)	80% of participating charter administrators will be rated at least 'proficient' in their leadership performance by their board presidents, as indicated by annual surveys.
Develop a two-year mentoring program curriculum	06/2012	Fontana and mentoring cohort		
Identify the 2011-2012 administrator cohort group, and implement the first year of the curriculum	09/2011	Fontana and mentoring cohort	80% of charter administrators will be rated at least 'proficient' in their leadership performance by their board presidents.	Participating administrators will report an improvement in their practices, policies, and procedures related to their role, as indicated by annual surveys.
Identify the 2012-2013 administrator cohort group. Implement the second year of the curriculum	09/2012	Fontana and mentoring cohort	Administrators and school leaders participating in training will report an improvement in their practices, policies, and procedures related to their	

			role.	
Establish the 2013-2014 mentoring cohort and identify the administrator cohort group	09/2013	Fontana and mentoring cohort	Pikes Peak Leadership Luncheons will average at least 12 attendees.	
Establish the 2014-2015 mentoring cohort and identify the administrator cohort group	09/2014	Fontana and mentoring cohort		
Hold Pikes Peak Leadership Luncheons	Monthly during the school year; 08/2010-06-2015	Holmes		
<b>Activity</b>			<b>Outcome</b>	<b>Measure</b>
<b>2.3 Develop a resource library that complements the Administrator’s Handbook and Charter School Leadership Mentoring Program. (<i>administrator capacity</i>)</b>			100% of the identified resources will be catalogued, included in the Administrator’s Guidebook, made available online (where possible) and made available the leadership mentoring program participants.	Track whether resources are catalogued and made available by 2015.
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>		
Identify the list of resources	08/2011	Fontana and mentoring cohort		
Purchase and catalogue the resources for use	06/2015	Mund and consultants		
<b>Activity</b>			<b>Outcome</b>	<b>Measure</b>
<b>2.4 Develop and implement a one day Leadership Development Workshop for charter school administrators and curriculum leaders. (<i>administrator capacity</i>)</b>			Administrators and school leaders participating in training will report an improvement in their practices, policies, and procedures related to their role.	Track workshop offerings to ensure it is offered every year. The quality of the seminar is rated as at least “good” by participants on post-workshop surveys.
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>		
Develop the curriculum for the workshop	03/2011	Fontana		

Implement the one day workshop	Annually; 04/2011-04/2015	Fontana		Participants will report at least a moderate amount of penetration of new knowledge into practice as measured by post-workshop surveys.
<b>Activity</b>			<b>Outcome</b>	<b>Measure</b>
<b>2.5 Expand and augment charter school board governance training resources. (board member capacity)</b>			By the final year of sub-grant funding, 80% of sub-grantee school board members will be certified.	The number of board members achieving certification will annually be counted, documented, and compared to the goal.
<b>Milestone</b>	<b>Timeline</b>	<b>Responsibility</b>		
Perfect and augment the online board training modules and web site	Annually; 2010-2015	Mund/Dauzvardis/The League	By the final year of sub-grant funding, 100% of sub-grantee schools will access board training resources or trainings.	The number of board members accessing training and resources will annually be counted, documented, and compared to the goal.
Provide specialized and differentiated governing board training	As needed, upon request	The League	A board president's network will be established by the end of the 2010-2011 school year.	
Collaborate with the League on a common board training resource	06/2015	Mund/Dauzvardis/The League	80% of all charter school boards will be rated at least 'proficient' in their leadership performance by their administrators.	80% of charter boards will be rated at least 'proficient' in their leadership performance by their administrators, as indicated by annual post-training surveys.
Establish a state-wide board president's network that meets via regional meetings and webinar format meetings	Quarterly meetings; 06/2011-06/15	Mund/Dauzvardis	Board members participating in training will report an improvement in their practices, policies, and procedures related to their role.	Board members participating in training will report an improvement in their practices, policies, and procedures related to their role, as indicated by annual post-training surveys.
Develop and disseminate a Charter School Governing Board President's Handbook	2014	Mund/Dauzvardis	A board president's handbook will be completed and disseminated.	

Activity			Outcome	Measure
<b>2.6 Develop and conduct an Annual Finance Seminar with topics focused on current issues and needs in the charter school community. (administrator/business office/board member capacity)</b>			<p>90% of sub-grantee schools will attend the Annual Finance Seminar each year of the three year sub-grant period.</p> <p>40% of existing charter schools in Colorado will send at least one representative to the Annual Finance Seminar each year.</p> <p>Participants in the training will report an improvement in their practices, policies, and procedures related to their role.</p>	<p>The number of sub-grantee schools participating in the seminars will annually be counted, documented, and compared to the goal.</p> <p>The number of non-sub-grantee schools participating in the seminars will annually be counted, documented, and compared to the goal.</p> <p>Participants in training will report an improvement in their practices, policies, and procedures related to their role, as indicated on an annual post-seminar survey.</p>
Milestone	Timeline	Responsibility		
Conduct seminar	Annually in the fall; 09/2010-09/2014	Dauzvardis/Mund		
Activity			Outcome	Measure
<b>2.7 Develop and conduct Business Manager Network meetings with topics focused on current issues and needs in the charter school community. (administrator/business office/board member capacity)</b>			<p>Each business manager meeting will average at least 30 attendees.</p> <p>Business managers and administrators participating in training will report an improvement in their practices, policies, and procedures related to their role.</p>	<p>The business managers participating in the seminars will annually be counted, documented, and compared to the goal.</p> <p>Participants in meetings will report an improvement in their practices, policies, and procedures related to their role, as indicated on an annual post-meeting survey.</p>
Milestone	Timeline	Responsibility		
Conduct meetings	Four times per year in November, January, March, May; 11/2010-05/2015	Dauzvardis/Mund		

Activity			Outcome	Measure
<b>2.8 Conduct research projects that generate information regarding the quality of replication charter schools in Colorado, advance the body of knowledge regarding charter school leadership, and track the progress of and lessons learned from charter school turnaround in Colorado.</b>			<p>Results of the charter replication study will be disseminated and will be used to establish best practices in replication.</p> <p>Results of the leadership needs assessment will be disseminated and used to develop training programs and resources to meet the identified needs.</p> <p>Results of the longitudinal evaluation of the leadership mentoring program will be disseminated and used to augment and improve the program.</p> <p>Results of the school restart case studies will be disseminated and used to establish best practices in charter turnaround and transformation.</p>	<p>Track the publication of the reports to ensure completion by deadlines.</p> <p>Additional resources developed during the grant period will be built on the studies' results.</p>
Milestone	Timeline	Responsibility		
Conduct a study on charter school replication in Colorado	06/2011	Carpenter/Kafer		
Conduct a charter school leadership needs assessment study	06/2012	Carpenter		
Conduct a longitudinal evaluation of the Charter School Leadership Mentoring Program	Annual surveys and summary report; 2010-2015	Carpenter/Kafer		
Conduct a case study on two charter school restart models (one "turnaround" school and one "transformation" school) in Colorado	5 year study; 2010-2015	Carpenter/Kafer		

