

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

APPLICATION FOR GRANTS
UNDER THE

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

CFDA # 84.282A

PR/Award # U282A190001

Grants.gov Tracking#: GRANT12788761

OMB No. , Expiration Date:

Closing Date: Feb 12, 2019

PR/Award # U282A190001

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

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

02/08/2019

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The New Hampshire Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1: 101 Pleasant Street

Street2:

* City: Concord

County/Parish:

* State:

NH: New Hampshire

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code: 03301-3860

e. Organizational Unit:

Department Name:

NH Department of Education

Division Name:

Ed., Analytics & Resources

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

Prefix:

Mr.

* First Name:

Frank

Middle Name:

* Last Name:

Edelblut

Suffix:

Title: Commissioner

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # U282A190001

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Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

* 12. Funding Opportunity Number:

ED-GRANTS-122818-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2019-1

Title:

Expanding Opportunity Through Quality Charter Schools Program Grants to State Entities FY19

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

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

NH 2019 Charter Schools Program Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:*** a. Applicant * b. Program/Project

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

17. Proposed Project:* a. Start Date: * b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value=""/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value=""/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:	<input type="text" value="Mr."/>	* First Name:	<input type="text" value="Frank"/>
Middle Name:	<input type="text" value=""/>		
* Last Name:	<input type="text" value="Edelblut"/>		
Suffix:	<input type="text" value=""/>		

* Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 08/31/2020

Name of Institution/Organization

The New Hampshire Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	125,000.00
4. Equipment	20,000.00	2,000.00	2,000.00	2,000.00	2,000.00	28,000.00
5. Supplies	15,000.00	12,000.00	12,000.00	12,000.00	6,000.00	57,000.00
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2018 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is 6.30 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # U282A190001

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
The New Hampshire Department of Education		

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

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9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <div style="border: 1px solid black; height: 20px; width: 100%; background-color: black;"></div>	TITLE <div style="border: 1px solid black; padding: 2px;">Commissioner of Education</div>
APPLICANT ORGANIZATION <div style="border: 1px solid black; padding: 2px;">The New Hampshire Department of Education</div>	DATE SUBMITTED <div style="border: 1px solid black; padding: 2px;">02/08/2019</div>

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

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB

4040-0013

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

4. Name and Address of Reporting Entity:
☒ Prime ☐ SubAwardee
 * Name
 * Street 1 Street 2
 * City State Zip
 Congressional District, if known:

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

6. * Federal Department/Agency: <input style="width: 380px;" type="text" value="Office of Innovation and Improvement"/>	7. * Federal Program Name/Description: <input style="width: 380px;" type="text" value="Charter Schools"/> CFDA Number, if applicable: <input style="width: 100px;" type="text" value="84.282"/>
---	--

8. Federal Action Number, if known: <input style="width: 380px;" type="text"/>	9. Award Amount, if known: \$ <input style="width: 150px;" type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

b. Individual Performing Services (including address if different from No. 10a)
 Prefix * First Name Middle Name
 * Last Name Suffix
 * Street 1 Street 2
 * City State Zip

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

*** Signature:**
***Name:** Prefix * First Name Middle Name
 * Last Name Suffix
Title: **Telephone No.:** **Date:**

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NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

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

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1239-NH GEPA2019.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427 of the
General Education Provisions Act (GEPA)**

Name of Institution/Organization: New Hampshire Department of Education
Project Name: New Hampshire Charter Schools Program

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 - race color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) - sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

Equitable Resources can be found at the following link:

<http://www.education.nh.gov/titleix/equity.htm>

Notice of Non-discrimination, grievance procedures and individuals designated to handle inquiries regarding the non-discrimination policies and laws for the New Hampshire Department of Education can be found at the following link: <http://www.education.nh.gov/titleix/index.htm>
New Hampshire follows the Title IX federal law that prohibits educational organizations that receive any Federal funding from discrimination based on sex. 20 U.S.C.A. §1681 et. seq.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

The purpose of the law is two-fold - to prevent the use of federal resources to support discriminatory practices in educational programs and to provide individual citizens protection against discrimination. Through legislation, rulemaking, and court decisions, Title IX has developed into a comprehensive and multifaceted law.

The regulations specify that discrimination is prohibited based on gender, and marital or parental status in the following listed (but not exclusive) areas: admissions, housing and facilities, courses and other educational activities, career guidance and counseling services, student financial aid, student health and insurance benefits, scholastic, intercollegiate, club, or intramural athletics or employment. Although there is no specific provision against discrimination based on sexual orientation or identity, sexual harassment against a gay or lesbian student that prevents the student from receiving educational benefits would constitute a Title IX claim.

New Hampshire Charter School Law

Chapter 194-B, Chartered Public Schools

Section 194-B:8

194-B:8 Chartered Public Schools; Requirements; Options. –

I. A chartered public school shall not discriminate nor violate individual civil rights in any manner prohibited by law. A chartered public school shall not discriminate against any child with a disability as defined in RSA 186-C. A chartered public school shall provide due process in accordance with state and federal laws and rules.

Source. 1995, 260:6, eff. July 1, 1995. 2008, 274:25, 26, eff. July 1, 2008; 274:34, 35, eff. Sept. 5, 2008; 354:1, eff. Sept. 5, 2008. 2012, 185:2, eff. Aug. 10, 2012.

For public charter schools, which are considered LEAs in NH statute, one provision to be aware of in regards to serving English Learners (ELs) is such:

All LEAs/Charters have language assistance obligations to LEP (Limited English Proficiency) parents under Title VI and the EEOA (Equal Educational Opportunities Act). LEAs/Charters must ensure meaningful communication with LEP parents in a language the parents can understand and adequately notify LEP parents of information about any program, service, or activity of an LEA or State that is called to the attention on non-LEP parents. As part of this obligation, an LEA/Charter must provide language assistance to LEP parents effectively with appropriate, competent staff or appropriate and competent outside resources.

To overcome this barrier, charter schools administrators can access the directory of translators and interpreters, located on the NHDOE website:

https://www.education.nh.gov/instruction/integrated/title_iii_information_translators.htm

The NH Charter School Network may consider contracting with an outside agency such as TransAct and Lingualinx. These agencies specialize in translating federal education documents.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301

PART C

General Education Provisions Act (GEPA) – Section 427

SAU Number:

LEA Name:

Name, Telephone and Email Address of person completing the GEPA:

Name: _____

Phone Number: _____

E-mail Address: _____

Superintendent/Charter School Administrator Signature: _____

GEPA 427 General Educational Provisions Act

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Section 427 requires each LEA applying for funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, et al from such access to, or participation in, the federally funded project or activities.

1. How does the LEA ensure equitable access for students and teachers to participate in federally assisted programs?

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

The New Hampshire Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Frank Middle Name:
* Last Name: Edelblut Suffix:
* Title: Commissioner of Education

* SIGNATURE: * DATE: 02/08/2019

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 09/30/2020

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr .	Frank		Edelblut	

Address:

Street1:	101 Pleasant Street
Street2:	
City:	Concord
County:	
State:	NH: New Hampshire
Zip Code:	03301-3860
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<div></div>	<div></div>

Email Address:

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

<div></div>	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment: 1235-CSP ABSTRACT NHDOE 2_8_2019.pdf

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ABSTRACT - CFDA 84.282A - NH Department of Education, 101 Pleasant Street, Concord, NH 03301, Frank Edelblut. [REDACTED]

NH's national recognition as a state that supports innovative practices of competency-based, personalized teaching and learning, as well as home to a coherent system of innovative assessment and accountability, makes it a true testing ground for new school development, particularly for at-risk students. Currently the state is home to 28 public charter schools. Seven of these schools meet the federal definition for high-quality charter school replication.

A reflection of the Granite State's innovative approach to public charter schools is the New Hampshire (NH) Career Academy. This proposed charter school will enable students to graduate after a "super-senior" (extended 12th) year with a high school diploma, an associate's degree, an industry recognized credential, and a job interview with a NH company. This high school/community college collaboration is just one of NH's inventive efforts to address the growing disparity in academic achievement between students from economically advantaged homes vs. economically disadvantaged homes and to support at-risk students.

The five primary objectives of NH's CSP application are: **Objective 1:** Increase, expand, or replicate the number of high-quality charter schools, especially those aiding at-risk, educationally disadvantaged students in rural and urban settings. **Objective 2:** Use CSP grant funds to improve student growth and achievement among charter school students, increasing student graduation for college and career readiness. **Objective 3:** Broadly disseminate charter school best practices to other NH public schools and LEAs to increase quality educational options statewide. **Objective 4:** Empower current and new public charter schools to become fiscally strong, independent, laboratories of innovation. **Objective 5:** Strengthen and support authorizer quality and promote adoption of best practices for authorizers.

The reasonable expansion goals outlined in this plan (20 new schools, 7 replications and 5 expansions of high quality charter schools over 5-years) will allow controlled growth, ensuring that new schools receive the supports needed for success. A 2019 CSP award will also enable NH to target sub-grantee awards toward existing charter schools that have demonstrated success and to expand or replicate the work they are doing. NH's 2010 CSP grant helped create a foundation for charter school success. The NH Department of Education respectfully requests [REDACTED] in grant funds to build on these efforts and to meet the needs of students in this small but determined state.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:** 1234-CSP Grant Narrative NHDOE 020819 .pdf

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COMPETITIVE PREFERENCE PRIORITIES (CPP)

CPP 1 – At Least One Authorized Public Chartering Agency Other than an LEA, or an Appeals Process [App. Reqs.:(B)(1)]

New Hampshire (NH) has a rigorous process for authorizing public charter schools to help ensure the success of each school. It also has a clearly stated appeals process. There is no limit on the number of public charter schools in NH and statute specifies that, “Lack of state funding alone shall not constitute grounds for the denial of an application (RSA 194-B:3-a, IV).”

NH currently has two types of charter school authorizers:

a. **The NH State Board of Education (SBE)**

A charter to operate a public charter school may be submitted directly to the NH Department of Education (the Department), and authorization to establish a charter school is given by the SBE. NH has a clearly defined process for authorization:

The SBE may grant a charter to operate a public charter school, following the criteria outlined in RSA 194-B:3-a. Approval or denial of an application by the SBE must be noticed in writing and shall include, in any denial, a written statement specifying the reasons for the denial, and an explanation that the applicant may reapply in a subsequent year (RSA 194-B:3-a IV).

b. **The Local Education Agency (LEA) of each district**

A charter to operate a public charter school may also be granted by a local school board (Local Education Agency – LEA) where the applicant has met the requirements enumerated in law (RSA 194-B:3). This charter and application are legally binding to the public charter school. If the LEA does not grant the application, there is an appeal process to the State Board of Education (RSA 194-B:3, XI(b)).

Both authorizers, LEA or SBE, have the same standards but an LEA authorized charter school is part of a school district and an SBE public charter school stands alone. All are required to be nonprofit. See Appendix F for Timeline for Charter School Authorization.

CPP 2 – Equitable Financing [App. Reqs.: (I)(E)(B)(1)]

Districts are responsible for funding LEA authorized charter schools. They must prove that they have provided, per state law, at least 80% of that district's average cost per pupil (on average \$15,866 per student) (RSA 194-B:11-1(a)). Charter schools authorized by the State Board of Education (SBE) receive the standard state per pupil adequacy funding that would be provided to any public school, including differentiated aid which is between \$3,709 - \$8,285, plus an additional state tuition grant of \$3,480, a total of \$11,765 per pupil to compensate for the fact that public charter schools are unable to raise local taxes for pupil education. Charter schools authorized by the SBE are paid three payments throughout the year of 30% each, based on real-time enrollment.

The final payment, of approximately \$705.06 per pupil for grades 1-12 or \$522.03 for kindergarten, will be automatically computed based on the total half-days membership reported on the End of Year Tuition Report. Aid due for the entire year will be calculated using a per diem rate. Then the first three payments will be subtracted. The resulting balance will be the final payment amount. This compares to school districts that are paid four times a year, two 20% payments followed by two 30% payments, one year in arrears.

State Funding Comparison 2018 District Public Schools vs. Public Charter Schools		
Base Aid Per Pupil	District Public Schools	Public Charter Schools
Kindergarten	\$2,955	\$6,434
Grades 1-12	\$3,709	\$7,188
Differentiated Aid Per Pupil		

Free and Reduced Lunch Eligible	\$1,855	\$1,855
English Language Learner	\$726	\$726
Special Education Student	\$1,996	Charters not responsible for costs associated with special education. Special Education costs are paid directly by LEA
3rd Graders Not Proficient in Reading	\$726	\$726

Additionally, chartered public schools are not fiscally responsible for special education and resident districts provide those funds as well as access to transportation, career and technical education, and extracurricular activities under the same terms and conditions as provided for non-chartered public-school students in the district. (RSA 194-B:2, V)

Charter Schools in NH also participate in federal and state grant programs when applicable, including ESSA grants; state building aid; state infrastructure funding; funds to support school life and safety, security, and high-speed internet connectivity; and lease aid funding.

Enrollment in a NH public charter school is open to any student. When there are a limited number of seats, public charter schools use a lottery system (RSA 194-B:9) to ensure that all students have an equal opportunity to attend. It is not unusual for many of our public charter schools in economically challenged areas to have substantially higher requests for enrollment than available seats. For example, one school had 259 students apply for four open seats. This amplifies the need for high quality public charter schools in our urban areas.

CPP 3 – Charter School Facilities [App. Reqs.: (I)(A)(7)(B)(1)]

a. Funding for Facilities

NH public charter schools are eligible to receive 30 % of the annual lease payment incurred for the cost of leasing space (RSA 198:15-hh, I).

NH law provides that chartered public schools are eligible to receive two types of grants through the School Building Aid Grant Program:

- Charter conversion schools can receive funds to cover up to 30 % of the costs related to construction (RSA 198:15-b).
- State-authorized charter schools can receive funds for up to 30 % of the annual cost of leasing space (RSA198:15-hh).

b. Assistance with Facilities Acquisition

NH does not assist with facilities acquisition for any public education institution; however, charter schools are eligible to receive lease aid for leased space or building aid for construction.

c. Access to Public Facilities

Students attending a public charter school are permitted to enroll in and use associated facilities of public schools. Thus, for example, a public charter school student may enroll in and take an academic class at a local district public school. In addition, students enrolled in a public charter school may also take classes at state funded regional Career and Technical Centers located throughout the state.

d. The Ability to Share in Bands or Mill Levies

NH public charter schools often lease commercial space from an entity that is not tax exempt. NH allows public charter schools to be able to rent or lease its building or facilities from a property owner which is not exempt from property taxes, and not have the property taxes attributable to the public charter school facilities to be taxed to the owner at the full market value of the facilities (RSA 79-H:1), reducing the tax burden on the public charter school.

e. The Right of First Refusal to Purchase Public School Buildings

Currently, NH does not have legislation that assists with Right of First Refusal.

f. Low- or No-Cost Leasing Privileges

The NH DOE has included lease aid funding for charter schools in its 2020/2021 budget proposal. Charter schools are eligible to receive state school building aid for the purpose of acquiring land or buildings or for constructing, reconstructing, or improving the charter school if the building is owned by the school district and under lease to the charter school, and if the lease does not include an option to purchase the building. Charter conversion schools are also eligible for state school building aid. Additionally, charter schools have access to tax-exempt financing and additional financing assistance through the NH Health and Education Facilities Authority and the NH Municipal Bond Bank.

g. Additional Facility Support: Public School Infrastructure Grant – The NH Public School

Infrastructure Fund was established in RSA 198:15-y. In fiscal year 2019, \$29,000,000 was made available to public schools, including charter schools, to expend for the following purposes: providing an E-rate state match (bringing fiber connections to schools); addressing life and safety deficiencies at schools; and, improving security in schools. In this competitive grant, twenty-four charter schools were awarded funds with more expected to be awarded in coming months.

h. Additional Facility Support: ESSA Flexibilities [Section 4303(h)] – ESSA flexibilities

are promoted in NH by authorizing grant funds for renovations to school buildings in order to be compliant with applicable NH statutes and regulations, and minor facility repairs. New charter schools can use grant funds to provide one-time, startup costs for transportation of students to and from the charter school from outside the public-school

district. ESSA Title I flexibilities are extended to all eligible public schools, including charter schools.

CPP 4 – Best Practices to Improve Struggling Schools and LEAs [App. Reqs.: (I)(A)

(7)(a)(b)(9)(B)(1)(B)(3)(D)]

The Granite State’s public charter schools all have unique designs and goals. These innovative ‘incubators’ were designed to help solve public school issues. For example, the North Country Charter Academy was formed by 20 public school districts in NH to provide alternative learning opportunities for students at-risk of dropping out. The Mills Falls Charter School, in an economically disadvantaged area, has implemented a Montessori education model to find pedagogical models that help reach a high immigrant and disadvantaged population. Academy for Science and Design Charter School focuses on STEM related disciplines for students in grades 6-12 and is consistently the highest performing public high school in NH. Great Bay eLearning Charter School (grades 7-12) provides opportunities for student voice and choice in deeper learning, project-based settings leading to student exhibitions, and very high graduation rates. Strong Foundations Charter School serves students from three counties, including the greater Concord and Manchester regions, and is focused on challenging curriculum with a special emphasis on early literacy using the Orton-Gillingham approach to reading. These public charter schools have been highly successful schools of choice.

Over the last eight years, dissemination funding from the 2010 Federal CSP grant allowed public charter schools to curate and disseminate best practices throughout the state’s K-12 education system. This sharing of best practices enabled all schools in NH – including struggling schools – to benefit from these best practices. The best practices were evaluated by the Department for effectiveness in the schools delivering the best practices, and further evaluated

based on on-site visits and student performance data, prior to use in the dissemination grant funding.

Annually, public charter schools hold a “Best Practices” conference in order to propagate best practices among schools and codify the best practices for dissemination. In 2018, this conference was attended by approximately 250 public charter school educators and Department administrators. A future goal is to have improved LEA representation. Forty-one professional development best practices sessions were offered. Struggling schools are strongly encouraged to attend. Those who cannot attend are provided access to materials and presentations. Through follow up surveys, attendees identify how they implement best practices from the conference into their programs.

To improve NH’s struggling schools, the Department has created a comprehensive plan to ensure that Targeted Support and Improvement (TSI) Schools and Comprehensive Support and Improvement (CSI) schools will be identified and supported in their improvement process. The Department is partnering with two organizations with documented school turnaround expertise. These partners work directly with the Department, LEAs, and CSI/TSI school leadership teams to provide diagnostic and program monitoring to all CSI schools. Diagnostics will focus on four domains: leadership, instruction, personalized education, and finances. The contractors will also provide technical assistance to all CSI schools to develop a school-improvement plan based on the diagnostic review. Schools will be given school improvement funds to support the initiatives in the plan. Additional Targeted Support (ATS) and TSI schools will also participate in webinars and professional development opportunities provided by our technical assistance provider. These will focus on school turnaround, in particular, research based instructional practices and the role of school leadership as it relates to best practices in school turnaround.

The Department does not have the authority (RSA 193-H:5) to take control of the daily operations of any local public school. Therefore, the Department will work alongside the LEA schools and charter schools with Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) designations to provide technical assistance and school improvement resources as available, necessary and with sustainability in mind. (ESSA only allows four years of improvement funds for CSI/TSI schools). The Department will also ensure the continuous monitoring of the school improvement plan.

The charter school office (CSO) at the Department actively encourages partnerships and collaboration between NH public charter schools, district public schools, and community partners, including postsecondary institutions. The Department is currently partnering with the Community College System of New Hampshire (CCSNH) on the development of the NH Career Academy. The Academy will enable students to graduate after a “super-senior” (extended 12th) year with a high school diploma, an associate’s degree, an industry recognized credential, and a job interview. This NH public charter school will be embedded into CCSNH campuses and will bring free post-secondary learning and career pathway opportunities to Granite State students.

The CSO is also engaged in the development of alliances with other states to encourage growth and best practices.

See Appendix F for Timeline for Submissions and Events that identifies a Best Practice model of charter school accountability, technical assistance, workshops, trainings, and sharing of best practices. Also see Appendix F for 2018 and 2019 Best Practices Conference Agendas.

[CPP 5 – Serving At-Risk Students \[App. Reqs.:\(I\)\(A\)\(3\)\(c\)\(8\)\(10\)\(G\)\(B\)\(1\)\]](#)

Educationally Disadvantaged Students

NH educational goals are designed to assure a quality education for every child in NH and to help close the achievement gap between educationally disadvantaged students and their peers. In this grant application, educationally disadvantaged students are defined as economically disadvantaged students, students with disabilities, migrant and refugee populations, English language learners (ELL), neglected or delinquent students or homeless students.

NH Administrative Rules for Education (Ed 318.08) requires public charter schools to adopt admission policies that: (a) shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law; (b) conduct lottery selection of students and assure that the preferential status, if any, children of the founding members of the public charter school shall be addressed in the admissions process; and (c) provide for educationally disabled students. The Department provides additional startup funds for charter schools located in CSI/TSI districts, and districts with low performing subgroups and low graduation rates.

State Educational Goals

As an extension of a 2009 Lumina Foundation Grant goal, NH established ambitious long-term goals informed by a statewide effort to provide each student a personalized learning experience that allows them to reach their highest possible achievement, and prepares students for 21st century careers and/or postsecondary education. NH established a goal that 65% of 25 to 64 years old individuals would have a high-quality postsecondary credential by 2025. NH is a small rural state, with sparsely populated northern and western regions and concentrated urban populations in our large southern cities. The northern and western regions of our state often suffer from a lack of economies of scale. This has resulted in pockets of underserved, educationally disadvantaged populations, at-risk of not achieving academically or dropping out of school. Eleven New Hampshire public charter high schools are helping to reduce the dropout

rate by providing alternative programs and pathways for students. The following are examples of these successful schools:

- North Country is a great example of a rural school designed to provide a learning environment for students who benefit from a non-traditional high school setting. This school is in our most rural area of the state to serve students who otherwise would be at-risk of dropping out, and fosters a relationship with all local school districts to identify these students. During the on-site review of North Country Charter Academy, the Department and SBE team interviewed students, parents, and educators from sending schools, all of which attested to the personalized nature of instruction and the customized attention to barrier reduction for each student, which have contributed to increased high school graduation and career and college planning for students.
- Ledyard Charter School, located in a rural section of the western part of NH, serves under-performing and disengaged students through a personalized, strengths-based model, focused on engaging students through community-based learning opportunities, including internships, while maintaining a strong academic core.
- Making Community Connections (MC2) Charter School has two campuses, in Manchester and Keene. These are highly personalized schools based on accentuating student voice through rigorous academics tied to series of community learning opportunities and internships, based on student interest and choice.
- Next Charter School employs a system of instructional and assessment practices that values competency, inquiry, flexibility, and the social nature of learning so that all students will graduate and initiate post-secondary learning options.

- PACE Career Academy is dedicated to supporting students to partner in the design of their personal growth, academic and career paths with a goal of becoming an essential part of their community and family. The school uses state of the art technology, career internships and individualized independent study courses to allow students to work at their own pace towards high school graduation while becoming skilled workers and active community members. The school's goal is for every student to graduate from PACE Career Academy ready to enter the workforce or pursue higher education.
- Kreiva inspires students with a personalized education that fosters self-awareness, adaptability, and the courage to reach beyond their perceived limits. The knowledge, abilities, and global understanding students acquire prepares them to be successful in their ever changing future. The school uses an experiential, topic-based curriculum and a community culture shaped by a Growth Mindset to engage students who are seeking a rigorous education in a non-traditional setting, which allows them to customize their paths toward mastery.
- Mills Falls Charter School is an example of how our public charter schools can aid underserved populations in our urban economically disadvantaged areas. Mills Falls Charter School has implemented a Montessori education model to find pedagogical models that help reach a high immigrant and disadvantaged population.

The Department has found that the public charter school model is well suited to address the needs of a state like NH with both urban and rural educational challenges. The flexibility afforded to public charter schools, enables charter developers to quickly target populations in need. Our public charter schools have helped to even the playing field between educationally disadvantaged students and their peers.

Free and Reduced Lunch (FRL) Eligibility

The statewide average of NH students who qualify for free and reduced-price meal eligibility is 26.43%. A higher proportion of charter school students qualify for free and reduced-price meal eligibility. Most of these students reside in low income areas of our largest cities or in the poor rural areas of our State.

NH Department of Education Free and Reduced Meal Eligibility	
Statewide Average	26.43%
PACE Career Academy	87.50%
Making Community Connections (Manchester)	67.74%
Ledyard Charter School	67.50%
North Country Charter Academy	60%
Compass Classical Academy	52.75%
Great Bay eLearning Charter School (Manchester)	41.67%
Robert Frost Charter School	35.90%
Cocheco Academy for the Arts	33.33%
Mountain Village Charter School	27.27%

Increasingly Diverse Populations

Although NH is not traditionally thought of as a language-diverse state, the NH public charter school population is ethnically more diverse than the state average. This is largely the result of 18 new charter schools opening within urban areas from 2010 until 2018, including six new charter schools in the City of Manchester, and the fact that charter schools are open-enrollment public schools which serve students from many communities. Manchester, for example, has become a regional hub for relocating refugee populations and the State has seen a significant increase in language minorities. There are now over 161 languages spoken in the Manchester region and the number of students receiving ELL services has increased over 400% in the last six years.

Virtual Learning Academy Charter School (VLACS), NH's online public charter school offers *any time, any place, any pace access* through personalized, student-centered learning pathways that allow students to demonstrate essential knowledge and skills that best suits their learning style. VLACS is a competency-based program where students demonstrate knowledge at 85% proficiency or better before receiving credit. Students, including ELL students, may accelerate or reduce their academic pace depending on their learning style.

VLACS continues to make progress on dropout and graduation rates. It serves a large cohort of 18-20-year-old students that have previously dropped out of district public school (or on the verge) and returned using VLACS as a school option. VLACS has addressed these needs with new learning pathways that allow for Learning Through Projects (LTP) and Learning Through Experience (LTE), which works ideally for ELL students. Students work with a VLACS instructor to design their own learning experiences. Students are able to demonstrate competencies through a variety of experiences to include internships and independent study.

Barrier Free Access for all Students

According to research provided by Lauren Morando Rhim, Ph.D., of the National Center for Special Education in Charter Schools (NCSECS), NH charter schools do not suffer the barriers to access for students with disabilities that we see in some other states. Dr. Rhim's research has shown that NH is one of the few states in which charter schools enroll a slightly higher percentage of students with disabilities than district public schools. NH chartered public schools have a proven record of serving diverse populations, including ELL and students with disabilities. NH requires that local district support for students with special needs follow the child to a charter school if they enroll. This has allowed access for students with disabilities at higher rates than in other states.

*"Based on data from the universe of charter schools operating in 2011-2012, **NH is one of a handful of states where charter schools are actually enrolling more students with disabilities than traditional public schools** (15.88 % versus 15.76 %). These data tell me that parents of SWD are interested in enrolling in charter schools and charter schools are welcoming kids with diverse learning needs." (L.M. Rhim, 2014, NCSECS)*

Targeted Funding for Educationally Disadvantaged Students

NH's highest priority for awarding Charter Schools Program (CSP) funds will be to charter school developers that target educationally disadvantaged student populations and focus on increasing student academic achievement who are at greatest risk of not meeting challenging state academic standards. All proposed charter school applications that meet this priority will receive a competitive scoring advantage and be eligible to receive a larger award than those applications that do not specifically target these populations. This is evident in the budget.

Multiple Pathways to Graduation

- In addition to the State's rigorous curriculum and graduation competencies identified in the NH Administrative Rules for Education, Minimum Standards for Public School Approval (Ed 306), districts, including charter schools, are required to develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.
- The Minimum Standards for Extended Learning Opportunities, Ed 306.04(a) requires local school boards and charter schools to adopt and implement written policies and procedures to provide alternative means of:

- Earning credit toward a high school diploma or equivalent such as extended learning opportunities and distance education to meet the requirements of RSA 193:1(h).
- Demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education to meet the requirements of RSA 193:1(h).
- Next Steps NH provides professional development and coaching to selected NH high schools to increase the graduation rate of students with disabilities and students at risk. This is done through implementing evidence-informed transition planning practices that help students prepare for college, career, and adult life.
- NH High School Equivalency Test (HiSET) offers an alternative high school diploma.
- NH Department of Education, Bureau of Career Development has developed and implemented career clusters and pathways in our high schools to inspire students to look at their futures and to continued education beyond high school. Administrators, teachers and guidance counselors are reporting that students are experiencing more success in school by participating in a career cluster model program.
- NH currently has a system of 28 secondary regional career and technical centers and sub-centers throughout the State.

CPP 6 – Best Practices for Charter School Authorizing [App. Reqs.:(I)(A)(1)(9)(11)(12)(a)
(B)(1)(2)(3)(C)(1)(2)]

By state law, NH allows two charter authorizers, LEAs or the State Board of Education (SBE). A charter, whether granted by an LEA or by the State Board of Education (SBE), is granted for a period of five years and is subject to the ongoing review process referenced below.

NH has a comprehensive set of laws that govern public charter schools to ensure that they provide strong academic opportunities to students, while encouraging an environment of innovation and creativity. NH public charter schools are subject to a multi-layered quality assurance review process that ensures effective operation. Specifically:

1. At least annually, the public charter school shall evaluate the educational progress of each pupil, including but not limited to, the NH statewide education improvement and assessment program (RSA 194-B:8,V).
2. Annually, each public charter school shall provide a copy of its annual accountability report and annual financial audit to the public, the State Board of Education (SBE). This report will include the number of pupils served and progress toward the achievement of the school's academic and other goals (RSA 194-B:10, I, II).
3. The Department shall conduct a program audit of the public charter school in its first year of operation and at least once every three years thereafter. (RSA 194-B:10, III).
4. Every five years, a public charter school must renew its charter. As part of the renewal process the public charter school shall demonstrate that it has met or exceeded the objective academic standards and goals set forth in its application (RSA 194-B:16, VI).
5. NH has established a joint legislative oversight committee that meets at least annually to monitor the effect of public charter school laws and to make recommendations with respect to those laws (RSA 194-B:21, I).

Over the last six years, the Department and the SBE have has instituted a comprehensive process to meet these statutory requirements. With respect to the required annual accountability report from each charter school, five key questions serve as the framework for periodic assessment:

- Is the school making progress toward achieving its mission?
- Is the school responsibly using public funds?
- Is the school promoting student attainment of expected knowledge and skills?
- Is the school sustainable?
- What is the current status of the Board of Trustees?

Regardless of the authorizer, LEA or SBE, all public charter schools must provide evidence of their effectiveness within an annual accountability report which is submitted to the Department and its authorizer annually. By gathering this information, the Department is able to monitor school performance which helps identify schools experiencing both substantial success and/or challenges. Public charter schools are accountable for providing the Department with key information listed on the charter accountability reporting schedule. Public charter schools must evaluate the academic progress of each student annually using the NH statewide assessment program, as well as other assessment tools. (See Appendix F for Renewal Guide with Application and Renewal Rubric.

Additionally, the Department conducts periodic on-site reviews of all NH schools as part of a review of whether schools afford the opportunity of an adequate education to every student. In NH State law, charter schools are required to be renewed every five years. In fiscal years 2017, 2018 and 2019, 19 charter schools were reviewed on-site and renewed and one more school is scheduled for the spring of 2019. These reviews address the five key questions noted above, as

well as curriculum and instruction in 11 content areas defining an adequate education in NH (RSA 193-E). The evaluators, made up of district school administrators, charter school administrators, and NH DOE charter school staff, review overall performance of the school and identify promising evidence-based practices in the public charter schools that may be promoted as part of dissemination activities.

An example of LEA engagement in charter school best practices is the LEAs administration's participation in the charter school renewal process as members of the technical review team. As team members they learn about successful charter school innovative practices.

Multi-Tiered Review of New Charter Applications

The application process for a public charter school contains multiple reviews of the submitted application package before the authorizer decides whether to grant or deny a new charter application. This process, which ensures that schools are creative and innovative in the development and implementation of best practices, includes five phases: Initial Review, Legal Review, Technical Review/Scoring, and Opportunity for Applicant to Provide Feedback and the Final Phase - approval or denial by the SBE or LEA if it is an LEA authorized school. See application rubric in Appendix F. A start-up application and guide are in the process of revision.

Initial Review

After the application package is received by the Department, it undergoes an initial review by Department staff to determine if it is administratively complete. An application that is deemed administratively complete moves to the next phase, Legal Review. If an application is incomplete, the Department informs the applicant in writing and the applicant may address missing elements and resubmit the application.

Legal Review

An administratively complete application is reviewed by an external legal consultant designated by the Department through a request for proposal (RFP) process. The legal consultant reviews the proposed charter application to determine whether or not the elements contained within the application meet the criteria specified in NH charter school law (RSA 194-B). After the legal review is complete, the consultant's report is shared with the Department and charter applicant.

Technical Review and Scoring

The Technical Review Committee, made up of three or more members with experience in administration, governance and charter school law from charter schools, public education, and the NH DOE charter school office, carefully review and score the application. NH charter school law (RSA 194-B) and Administrative Rules for Education (Ed 318.08), require that charter applicants address over 30 different criteria within the charter application. These criteria include items such as: mission, vision, curriculum, governance, academic and other learning goals, budgeting and financial management, how the applicant intends to support special needs students and other important criteria. The Technical Review Committee grade each criterion against the charter application rubric. This rubric is publicly available and included in Appendix F.

Following the Technical Review, scoring of the application, and the legal review, charter applicants can revise and resubmit their application. Revisions to the application are reviewed by the Technical Review Committee and the legal consultant before the application moves to the final phase, approval or denial by the SBE or LEA. If the LEA does not grant the application, there is an appeal process to the State Board of Education (RSA 194-B:3 XI(b)).

Final Phase - Approval or Denial of the Application

Following the second, and final review by the Technical Review Committee and the legal consultant, charter applicants meet with the Commissioner of Education. The charter applicant is then scheduled to appear at a public hearing before the SBE or the applicable LEA school board. This hearing helps to determine, in conjunction with the evaluated application package materials, whether or not the applicant has the capacity to successfully operate a public charter school. Once a charter has been granted and the school is preparing to open for the first time, the Department ensures that all required documentation has been submitted before the school opens.

Criteria for Renewing a Charter

Public charter schools are re-reviewed and re-evaluated prior to the renewal of their charter (RSA 194-B:16, IV). This evaluation is used to determine whether the school is meeting the terms of the school's charter. This includes meeting or exceeding the student academic achievement requirements and goals set forth in the school's charter. Moreover, in compliance with NH charter school law, the Department conducts "first-year and periodic subsequent program audits" of charter schools (RSA 194-B:10). The Department conducts these audits and evaluates the periodic reports submitted by each public charter school in order to present an accurate summary of the school's performance to the SBE.

The Department reports the status of the SBE authorized public charter schools annually to the SBE. The LEA charter school authorizer is responsible for the oversight of the renewal process of any charter schools they have authorized, and for the subsequent presentation to the SBE for a 5-year renewal. This report includes information on academic progress, compliance with state and federal regulations, attainment of school goals and objectives related to their mission, and financial and organizational sustainability.

Process for Renewal

No later than one year before the end of its five year term, the Department will arrange to conduct a comprehensive on-site review and evaluation of each public charter school prior to renewal. The Department considers the growing body of evidence from each year of the school's operation, along with the on-site renewal evaluation, to determine if the public charter school has adequately fulfilled the promises of its original charter. See Renewal Application Rubric in Appendix F.

Every public charter school is held accountable to the same academic achievement standards expected of district public schools. The Department identifies all public schools that do not make satisfactory progress in reaching academic achievement goals and benchmarks set for all students. Where conditions exist that are enumerated in statute, the SBE can act swiftly to revoke a charter for an under-performing public charter school.

Authorizer Annual Report

The SBE reports annually to the joint legislative oversight committee (RSA 194-B:17, VI) regarding public charter school approvals and denials to provide oversight to public charter school authorizers. This report is made public, also adding to accountability.

NH's rigorous process for authorizing public charter schools helps ensure school success. Success, however, does not imply that all schools operate identically. In fact, in NH we encourage and require innovation and creativity of our public charter schools within a context of accountability for excellent educational outcomes for students. NH has led the nation on many fronts, including competency-based personalized learning options that target disadvantaged populations to foster success where traditional education models have failed. For example, the Seacoast Charter School in Dover is a highly personalized school with multi-level classrooms and is a part of NH's innovative demonstration assessment and accountability pilot approved by

the USED in 2015: Performance Assessment of Competency Education (PACE). This highly innovative piloting system was the precursor for a Section 1204 Innovative Assessment and Accountability Demonstration, authority under the Every Student Succeeds Act state plan (ESSA) submitted in April 2018.

The application process, enumerated in statute (RSA 194-B:3 and RSA 194-B:3-a), incorporates all of the facets of operating a public charter school designed to structure the operation of the school around best practices.

Regardless of the authorizer, LEA or SBE, all public charter schools in the state of NH are held to the same expectations and requirements. All charter schools are encouraged to attend the bi-monthly charter school meetings held by the NHDOE CSO, trainings, workshops and best practices conferences that are open to all charter schools.

SELECTION CRITERIA

Selection Criteria A – Quality of the Project Design [App. Reqs.:(I)(A)(1)(2)(13)(C)(1)]

Rationale

NH is a small but geographically diverse state with many sparsely populated and low-income communities in the north and west and in the dense urban centers in our southern cities. These communities lack the economies of scale larger states enjoy making it difficult for district public schools to reach underserved communities. NH public charter schools fill an important role in our education ecosystem and help serve these hard to reach students.

There are currently 28 operating public charter schools serving students in NH; one authorized is scheduled to open in August 2019, and at least three more are in various stages of planning and development. NH experienced strong charter school growth from 2010-2018, after

receiving its CSP federal grant in 2010, and it is hoping to replicate this growth with an award from the current grant application.

Eleven of our 13 charter high schools offer alternative education programs for students at-risk of dropping out and educationally disadvantaged students. The vast majority of the students that attend these schools, sometimes as high as 100% of enrollment, are former dropouts who have found that the smaller, more focused charter school programs work best for them. These advancements would not have been possible without the funding received from the 2010 CFDA 84.282A award. Many of NH's SBE authorized alternative education charter schools have developed unique relationships with their local LEA district public schools. These charter schools provide successful programs that serve at-risk students, not available through the district. In fact, some LEAs provide funds for district students to attend charter schools even though they are not required to do so by state law.

The Department believes that there is a great need for increased public options for educationally disadvantaged and underserved students of our State, and is committed to providing support and technical assistance to all charter school developers.

Process for Awarding Subgrants

CSP startup grants from 2010 were awarded in a competitive manner. A total of 20 new schools were awarded funding and opened as a result of the 2010 CSP grant. NH approved three grant applications for new public charter schools in 2017, which opened in 2018: Kreiva Academy, Windham Academy, and Capital City Public Charter Schools. The remainder of the initial startup funds was made available to these subgrantees as a result of a proposed charter school not opening. These schools received approximately 25% of the award amount they would have been eligible to receive had NH been awarded CSP funds from the last three grant

proposals submitted by the Department. In 2019 the NH DOE has approved one new school and has applications for three additional schools which will likely be approved in the fall of 2019. There is currently no funding available for startup. The Department is confident that new startup funding will continue to stir even more interest in additional public charter schools.

Upon award of the 2019 CSP Grants for State Entities, the Department will immediately launch an information campaign to broadly disseminate grant availability and add two FTE support staff to the charter school office to assist with this grant process and provide technical assistance for charter school startups. See Appendix F for job descriptions.

Subgrant Monitoring and Technical Assistance

The Department will initiate contact with each subgrantee to ensure progress is being made toward subgrant project objectives and provide technical assistance as required or requested. Department staff will conduct monitoring visits for at least ten of the subgrantees' schools to provide technical support each year. The Department CSP staff will verify the status of each subgrantee to ensure that the school is meeting its project benchmarks and is in good standing with its charter. Additionally CSP staff will provide monthly check-ins and monitoring. All subrecipients are also required to be monitored by the Department's subrecipient monitoring team.

A. Funding Priority. NH sees its investments in public charter schools as an investment in innovation and creativity. As such, funding determinations will prioritize innovative models that can help validate and disseminate educational best practices among our district public schools. Inevitably, these charter applications will focus on educationally disadvantaged populations where district public schools are under performing and under serving these at-risk populations, which are determined through the State poverty rate of the intended school location, and through

State and Federal accountability measures identified in the ESSA plan. In addition, it is anticipated that such applications will also encompass pedagogical innovations and courses of study designed to help underserved populations move toward college and career readiness, including the development of important work-based practices that may not be achieved in some home settings.

B. Planning, Program Design and Implementation Awards. Grant awards for planning, program design and initial implementation of new public charter schools will be based on grade levels served, proposed student enrollment numbers during the planning year and actual enrollments during the first two years of operation and program type. Grant funds will provide resources for post-award planning, and initial implementation such as:

Refinement of the curriculum	Informing the public about the school
Professional development	Acquiring initial technology
Planning activities	Acquiring initial educational material
Evaluation of curriculum and school design models	Acquiring initial supplies
Visits to successful charter schools	Consultants to provide financial guidance
Attendance at state and national conferences	

C. Application Process. The Department's charter school administrator will be responsible for all administrative activities associated with application submission, review, and scoring of applications. The subgrant application process will begin with a widely broadcast information campaign alerting interested parties that a new Request for Applications (RFA) is available. The RFA document will contain all relevant information, including the types of grants available, levels of funding, federal and state goals, application objectives and requirements, deadlines; training dates; and, how to obtain technical assistance. Subgrant application deadlines will

consist of a rolling deadline for receipt of applications. Subgrants will be awarded on an ongoing basis to applications that score at least 75% against a published rubric.

After applications are reviewed and scored, applicants will receive notification of the status of their application and reviewer comments. Successful applicants must make any necessary revisions and provide necessary documentation prior to release of funds.

D. Peer Review Process. The Department's charter school administrator will be responsible for the recruitment and selection of peer reviewers. NH Administrative Rules for Education (Ed 318.09) require that three reviewers are chosen. Reviewers will include representatives from district public schools, charter board of trustees, operators, other charter experts and Department staff. The Department will train peer reviewers prior to beginning their review of applications. This training will include a review of the federal charter school law, the NH charter school law and public charter school priorities and objectives. Application review criteria will include, but not be limited to:

- Commitment to quality in curriculum for the target population including the assessment program for monitoring student achievement;
- Reasonableness of the financial request in terms of the size and needs;
- Reasonableness of the budget plan for financial sustainability;
- Adequacy of the work plan to achieve the objectives on time and within budget, including clearly defined timelines milestones for accomplishing project tasks;
- Technical capacity of the Board of Trustees and school leader(s) to assure a well-managed and successful independent public school.

Each application will be read and scored to determine approval or denial of the application. Further details regarding the application review criteria, which will ensure high quality

applicants and charter school programs, is included in Appendix F: Application Guide, Application Template, Rubric.

E. Replicating and Expanding Successful Programs. The Department has identified at least seven high quality charter schools that would make excellent candidates for replication and five schools for expansion, should our application be successful, based on annual accountability reports, on-site reviews, and five-year reviews. The Department would like to continue to see successful public charter schools share what they have learned with other educators and perhaps mentor new groups. Currently, the following public charter schools are identified for replication or expansion:

- **Academy for Science and Design (ASD) Charter School (6-12)** is a targeted school focused on STEM education. It is a high performing school that attracts students who are academically oriented and who may not be challenged in a district public school. Many of the students from this school, who might otherwise not go on to secondary education, go on to high performing colleges with substantial scholarship opportunities. The Academy has achieved high levels of success in STEM education, consistently over performing in math achievement.
- **MicroSociety Academy Charter School (K-8)** students receive standards-based, technology-infused instruction that is bolstered by real-world concepts that they put into practice each day in their jointly created MicroSociety. This student run society has its own currency, bank, market place with student-made goods, restaurant, newspapers, publications, a government with a legislature, a court system with lawyers, and more.
- **Mills Falls Charter School (K-6)** merges the Montessori method with the Common Core Curriculum. All classrooms are led by Montessori-trained teachers who use the

Montessori approach in curriculum development and presentation to meet students' academic, social, and emotional needs and expectations.

- **Polaris Charter School (Ages 6-11)** features a project-oriented, interdisciplinary curriculum where students move between flexible groupings in multi-age classrooms. Students learn at their own pace. The school's move-on-when-ready approach allows for accelerated learning and is based on subject mastery.
- **The Birches Academy of Academics and Art (K-8)** is an arts integrated school that incorporates music, along with fine arts and performance, into the core curriculum. In addition, students attend music class and are expected to play a musical instrument. Classes are multi-age and house two grades.
- **Virtual Learning Academy (6-12)** provides on-line learning opportunities for both Middle and High School students. Flexible learning paths are at the center of the school's approach. Students can master competencies through a single pathway or mix and match learning paths to meet their interests and talents. Competencies and flexible pacing are the cornerstones of the school's customized learning approach. It is particularly successful educating students at risk of dropping out due to its Learning Through Projects (LTP) and Learning Through Experience (LTE) programs.
- **Seacoast Charter School (K-8)** students experience education through the arts. Creative expression and independent thinking are integral to the school's rigorous academic program. Seacoast has adopted a math program called Investigations, researched and written by the Technical Education Research Center (TERC) in Cambridge, MA, and follows the Core Knowledge Curriculum for Social Studies and Science.

Another type of charter school that should be considered for replication or expansion but does not meet the Federal definition of a high-quality charter school are the charter high schools that serve educationally disadvantaged and at-risk students in NH's rural, poor communities. The majority of NH's high school charter schools do serve this specific population, for example, Ledyard, North Country, Pace, Next, Cocheco, and Granite State. Therefore, as would be expected, they have lower percentage rates of students who graduate within a 4-year cohort. Reasons for this anomaly can be attributed to adverse childhood experiences, including substance abuse, unemployment, homelessness, food insecurity, abuse, and neglect, all which are significant barriers to student learning and performance. Added to this list are students' past experiences in district public schools, which result in major obstacles to learning, for example, bullying, high anxiety, and social-emotional and mental health issues.

Contrary to being identified as underperforming schools, it's important to recognize the remarkable success these schools are having in meeting the diverse needs of their student populations by providing personalized learning, counseling, internships, work study programs and community service work to help students prepare for life after graduation. The 4-year cohort for these schools often becomes a 5 or 6-year cohort, and every student who meets the requirements for graduation is a strong endorsement to the commitment and dedication of the school staff to reengage the unengaged, disenfranchised and reluctant students, and to provide safe, secure and supportive environments in which these students can thrive.

The Department will implement a comprehensive statewide promotional campaign announcing grant award opportunities to drive grant applications. These will be supported with Department staff in order to aid applicants in grant development and implementation. As

indicated in the tables below, NH has established reasonable goals for new public charter schools which are supported by historical performance:

Logic Model

NH's logic model presents a detailed description of the rationale and strategies the state will implement to bring about the needed improvements to the charter school program. It represents the inputs, activities, outputs and intended outcomes of the Charter Schools Program toward the achievement of our state objectives. Under the management and oversight of the established Charter School Office (CSO), the Department will undertake the activities identified in the logic model included in Appendix F.

Selection Criteria B – Objectives [App. Reqs.:(I)(A)(1)(B)(3)(12)(a)]

The Department prioritizes programs that support at risk students, college and career readiness standards, and provide automatic enrollment to students from affiliated charter schools.

Objective 1: Increase, expand, or replicate the number of high-quality charter schools, particularly those serving at-risk, educationally disadvantaged students in rural and urban settings.

Objective 2: Use CSP grant funds to improve student growth and achievement among charter school students, increasing student graduation for college and career readiness.

Objective 3: Broadly disseminate charter school best practices to other NH public schools and LEAs to increase quality educational options statewide.

Objective 4: Empower current and new public charter schools to become fiscally strong, independent, laboratories of innovation.

Objective 5: Strengthen and support authorizer quality and promote adoption of best practices for authorizers.

Expected Outcomes

- Twenty new, seven replicated, and five expanded high-quality public charter schools opened over the next five years.
- Increased access for disadvantaged students to high-performing charter schools.
- Improved educational outcomes for all students and closing of achievement gaps for educationally disadvantaged students.
- Improved graduation rates of educationally disadvantaged high school students at-risk of dropping out and improved career and/or post-secondary enrollment preparation.
- Shared best practices among public charters schools and district public schools.

Objective 1: Increase, expand, or replicate the number of high-quality charter schools, particularly those serving at-risk, economically, educationally disadvantaged students in rural and urban settings.									
Key Activity	Performance Measures	Application Require-ments	Lead	Year of Completion					
				19/20	20/21	21/22	22/23	23/24	
1. Implement the subgrant process annually for new charter school development to target at risk, economically and educationally disadvantaged students.	Twenty new charter schools will be in operation within five years (2024)	A1, A2, A7, A13, G	CSO Admin	3	4	4	5	4	
2. Implement the subgrant process annually to high quality charter schools to replicate their program and target at risk, economically and educationally disadvantaged students.	Seven charter schools in operation will be replicated within five years (2024)	A1, A2, A7, A13, G	CSO Admin		1	2	2	2	
3. Implement the subgrant process annually to high quality charter schools to expand their program and target at risk, economically and educationally disadvantaged students.	Five charter schools in operation will be expanded within five years (2024)	A1, A2, A7, A13, G	CSO Admin	1	1	1	1	1	
4. Cultivate charter school applicants with innovative approaches to opening secondary charter schools that target at-risk students.	At least 10 new charter schools opened will be secondary schools targeting at-risk students.	A1, A2, A7, A13, G	CSO Admin	2	2	2	2	2	
Objective 2: Use CSP funds to improve student growth and achievement increasing student graduation and college/career readiness.									

1. Monitor subgrantees' student assessment results; provide feedback and technical assistance as needed to improve student performance.	(A.) Subgrant recipient charter schools will meet or exceed growth & assessment accountability measures as written in their charter by grant year three. (B.) Subgrant recipient charter high schools serving students at-risk will graduate 80% of students enrolled each year. (C.) At least 80% of subgrant recipient charter schools will meet the measurable objectives as written in their charter by grant year three (baseline set in 2020).	A3, A7, A8, A13,	CSO Admin & Tech Staff			✓	✓	✓
2. Provide opportunities for Title I, II, III, IV and IDEA training, technical assistance to support all learners.	(A.) Underperforming, struggling, and special needs students are provided additional personalized supports to increase performance. (B.) 90% of charter schools will use allocated federal grant funds for PD. (C.) 90% of charter schools will access federal grant fund allocations available to them.	A3(a)(b)(c), A7, A8, A13	CSO Admin		✓	✓	✓	✓
3. Evaluate the effectiveness of the program to improve student achievement & outcomes in secondary charter schools including college and career readiness.	Through a continuous cycle of school improvement, 100% of NH charter schools will complete an annual evaluation, and a needs assessment to inform changes to the school plan.	A7, A10, B3	CSO Admin	✓	✓	✓	✓	✓
Objective 3: Broadly disseminate charter school best practices to other NH public schools and LEAs to increase quality educational options statewide.								
1. Work with school districts and other partners to identify charter schools with best practices.	Through NH student performance data identify and chart all high performing charter schools and their educational practices.	A7, A10, B3	CSO Admin	✓	✓	✓	✓	✓
2. Create mentorships and partner high performing charter schools with underperforming charter schools in both primary and secondary.	10 partnerships developed between high performing charter schools & charter schools working to raise student achievement over five years.	A7, A10, B3	CSO Admin	2	2	2	2	2
3. Provide two technical assistance & best practices' workshops annually.	80% of charter schools attend workshops & statewide conferences attended by charter school developers & other public schools & LEAs. High-quality charter school operators share their knowledge of charter school best practices with others.	A7, A10, B3	CSO Tech Staff	✓	✓	✓	✓	✓
4. Develop survey to determine the best practices implementation rate and the effectiveness of conferences and workshops.	80% complete best-practices survey. Share survey results with all charter school to inform practices going forward	A7, A10, B3	CSO Admin & Tech Staff	✓	✓	✓	✓	✓
5. Share charter school best practices with other public entities locally and nationally.	10 Charter schools per year share their knowledge of high-quality effective practices with public entities locally and nationally through conferences, seminars, and the	A7, A10, B3	CSO Admin & Tech Staff	✓	✓	✓	✓	✓

	media.							
Objective 4: Empower current and new public charter schools to become fiscally strong, independent, laboratories of innovation.								
1. Require all subgrantees to include innovative practices & fiscal accountability measures in their program planning and implementation	100% of All sub-grantee awards reflect innovation & fiscal accountability.	A1, 11, B2	CSO Admin	all	all	all	all	a l l
2. Review school progress reports and student performance data & conduct site visits to ensure accountability & provide constructive review/recommendations for improvements.	100% of schools submit annual accountability report. CSO team visits 10 schools per year.	A1,11, B2	CSO Admin	✓	✓	✓	✓	✓
3. Provide high quality professional development trainings with evidence of effectiveness and motivational guest speakers at conferences and meetings.	Annually schedule two experts with expertise in developing innovative charter schools programs.	A1,11, B2	CSO Admin	✓	✓	✓	✓	✓
Objective 5. Strengthen and support authorizer quality and promote adoption of best practices for authorizers.								
1. Contract with qualified authorizer consulting/training company to provide best practices support for NH authorizers in the following areas: (A.) Authorization; (B.) Contracts; (C.) Oversight; (D.) Corrective Action; and (E.) Renewal	Research charter school authorizer consulting/training organizations to secure a contract that will provide comprehensive training and support for improving/rebuilding the State's charter school authorizing system.	A11, B2	CSO Admin		✓	✓	✓	✓
2. Create collaborative teams to build systems for implementation of authorization practices and procedures	Contractor works with legislators, authorizers, the NH CSO, and stakeholders to build a rigorous state charter school authorization system with strong oversight and clear practices and procedures.	A11, B2	CSO Admin & Tech Staff		✓	✓	✓	✓
3. Implement and sustain system	Barriers reduced for NH charters due to improved authorizer practices. By the end of year 5, NH will have fully implemented a rigorous, sustainable, and coordinated authorizing system.	A11, B2	CSO Admin					✓

Selection Criteria C – Quality of Eligible Subgrant Applicants [Sel. Crit.:(B)(3)]

The NH charter school community is growing in strength and achievement as more charter schools open. Charter schools are required to meet or exceed State academic standards. Annual

oversight by the CSO determines if a charter school is meeting this requirement. If the school is not, it would work with the CSO to make modifications. LEAs and SBEs follow the same charter school application review process. Regardless of the authorizing agency, the Department's State-funded Charter School Office (CSO) provides direct support and technical assistance for charter school developers, those early in the application process, ongoing support for struggling schools, and for overall general support.

Types of support include guidance through face to face meetings, call-in helpdesk, telephone conversations, webinars, onsite visits, and resources, and through implementation of each of the program areas: program design, school assessment, school standards and administration, school finance and fiscal issues, instructional leadership, training and auditing. Technical support is provided whenever and wherever requested. Additionally, bi-monthly regional meetings and training workshops as needed are scheduled.

NH sustains a strong system of support for public charter schools that incorporates a multi-layered structure of technical assistance throughout the application process and approval, school startup, grant writing assistance, periodic school reviews, and interventions to support public charter schools that may not be meeting the goals and objectives of their charter. This rigorous support and review process ensure that public charter schools are moving deliberately toward established educational outcomes for students. Refer to: CPP 6 – Best Practices for Charter School Authorizing, page 17, for details regarding charter school submission requirements.

Evidence that the NH monitoring program effectively helps ensure that public charter schools are meeting educational objectives is reflected in the quality performance of existing schools. During the CSP federal grant period from 2010-2018, 21 public charter schools were authorized,

20 received funding, 19 opened and are in full compliance with their charter contracts, and one more is expected to open in fall 2019.

NH's 2018 Statewide Assessment Program includes the NH Statewide Assessment System (NH SAS) as the general assessment to measure and report the educational performance of students in grades 3-8, English Language Arts and Mathematics, and grades 5, 8, and 11 in Science. The College Board SAT School Day is administered to all grade 11 students to assess English Language Arts and Mathematics. Students with the most significant cognitive disabilities participate in the Alternate Assessment, the Dynamic Learning Maps (DLM) for English Language Arts and Mathematics in grades 3-8 and 11; and for Science in grades 5, 8, and 11.

From 2013-2017, NH's Statewide Assessment Program included Smarter Balanced as the general assessment for students in grades 3-8, English Language Arts and Mathematics. The New England Common Assessment Program (NECAP) was used for grades 4, 8, and 11 students in Science. The State transitioned grade 11 students from the Smarter Balanced assessment for English Language Arts and Mathematics to the College Board SAT School Day in 2014. Students with the most significant cognitive disabilities participated in the Dynamic Learning Maps (DLM) Alternate Assessment for English Language Arts and Mathematics in grades 3-8 and 11. NH Alternate Learning Progression Assessment (NH ALPs) was used as the Alternate Assessment for Science for students in grades 4, 8, and 11.

New England Common Assessment Program (NECAP)

For 2010 and 2013, NECAP assessment data shows public charter schools outperforming students in district public schools in reading and math proficiency in grades 4, 8 and 11, the years for which the assessments were administered. This data is particularly encouraging given

that 11 of the state's 15 public charter high schools in these performance results target at-risk student populations.

NECAP Assessment - Percent Proficient – Charter vs. District				
2010	Math		Reading	
Grade	Charter	District	Charter	District
4	78.01	74.81	78.45	75.92
8	86.33	66.65	86.47	81.03
11	40.12	36.07	76.29	74.82

2013	Math		Reading	
Grade	Charter	District	Charter	District
4	79.25	77.52	81.13	78.12
8	87.90	67.46	88.71	81.76
11	41.51	37.89	77.37	77.20

Smarter Balanced Assessment - Percent Proficient

Smarter Balanced assessment performance data shows public charter schools performing close to district public schools and much better in ELA for higher grades. The context of this performance data must take into consideration that nine of the 25 public charter (in 2018 at the time of the testing) schools taking the Smarter Balanced assessment serve at-risk populations. In 2018, charter schools significantly outperformed district schools in grades 8 and 11 in both math and reading. The percent proficient are as follows:

Smarter Balanced - Percent Proficient – Charter vs. District				
2015	Math		Reading	
Grade	Charter	District	Charter	District
4	46.50%	48.70%	55.15%	56.13%
8	61.90%	43.70%	74.05%	57.97%
11	34.69%	36.49%	65.38%	59.44%

2016	Math		Reading	
Grade	Charter	District	Charter	District
4	41.99%	51.60%	60.77%	57.45%
8	60.54%	46.44%	74.32%	61.96%
11	28.93%	40.49%	67.01%	66.28%

2017	Math		Reading	
Grade	Charter	District	Charter	District
4	51.90%	52.26%	59.52%	56.40%
8	61.81%	45.67%	72.55%	58.70%
11	39.58%	44.15%	67.36%	66.54%

2018	Math		Reading	
Grade	Charter	District	Charter	District
4	50.24%	53.41%	54.85%	54.6%
8	56.65%	47.09%	67.69%	58.48%
11	43.55%	41.69%	72.04%	66.13%

As the disaggregated data, whole school chart below shows, ELL students tested significantly better in charter schools than in district schools in 2017 and 2018. Also, charter school SES students outperformed district public-school student in reading for the past four years.

Percent Proficient Disaggregated Data: Whole School - ELL, IEP SWD, SES				
2015	Math		Reading	
Grade	Charter	District	Charter	District
ELL	*	16%	*%	15%
IEP SWD	16%	13%	16%	20%
SES	27%	27%	42%	38%

2016	Math		Reading	
Grade	Charter	District	Charter	District
ELL	*	18%	*%	17%
IEP SWD	9%	15%	19%	20%
SES	24%	29%	51%	39%

2017	Math		Reading	
Grade	Charter	District	Charter	District
ELL	44%	18%	44%	16%
IEP SWD	18%	14%	24%	19%
SES	29%	28%	45%	37%

2018	Math		Reading	
Grade	Charter	District	Charter	District
ELL	39%	18%	35%	17%
IEP SWD	11%	15%	17%	19%
SES	23%	28%	40%	37%

Strategic Objective

NH has established an aggressive statewide education goal for all students. Referred to as “65 by 25,” it is our goal for 65% students to have a secondary degree or credible industry recognized credential by the year 2025. Today, NH is a top performing state with **52%** of NH citizens age 25 plus having achieved that objective.

A continued focus on ensuring that all students achieve career and or college readiness by the time they complete high school contributes to this goal. Unique to NH is our emphasis – which is written into our Administrative Rules for Education (Ed 306.27) – on mastery or competency-based learning. For NH, this means allowing students to progress based on mastery of content standards. It also means that we do not simply advance students through a Carnegie time-based system. Students will master content and then advance. Students falling behind are afforded personalized appropriate scaffolding to enable them to master content so they can be successful post K-12.

NH’s competency-based approach has been in place since 2005 and is now part of our education culture, whether in a district public school or a public charter school. Transforming existing public schools into more personalized, competency-based schools can be a complicated process. New schools, such as public charter schools, that demonstrate success with these innovative models, have helped to support district community-based schools to make these changes. Examples include the Making Community Connections (MC2) Charter School, campuses in Manchester and Keene, with evidence-based best practices in personalized learning and student demonstrations; Surry Village Charter School practices project-based learning and student demonstrations; Great Bay eLearning Charter School with student demonstration and senior exhibition; Seacoast Charter School is designed to provide evidence-based best practices

in multi-grade personalization and student demonstration of learning; and, Virtual Learning Academy Charter School provides personalized, competency-based learning statewide virtually, accessible to all NH students.

Selection Criteria D – State Plan [App. Reqs.:(I)(A)(2)(3)(a)(b)(c)(4)(6)(a)(b)(8)(B)(2)]

(1) Adequately monitor the eligible applicants receiving subgrants under the State entity's program

The Department uses multiple strategies to inform public charter schools of their eligibility to receive CSP Federal funds. These strategies include posting announcements on the Department website, sending direct mailings to all eligible applicants, and the use of email distribution. The Department also facilitates monthly meetings with charter school directors and interested board of trustees. These meetings allow Department staff to provide expertise, support and technical assistance to public charter schools, as well as facilitate communication between all stakeholders. The "real-time" feedback received provides the Department with the opportunity to tailor monthly meetings to the needs of the public charter schools.

Funding for NH charter schools is detailed in RSA 194-B:11 and federal funding is made available to eligible public charter schools.

In addition, NH charter school law specifies the following:

RSA 194-B:11 IV “Any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a charter or open enrollment school in a receiving district on an eligible per pupil basis. This funding shall include, but not be limited to, funding under federal Chapters I and II of Title II, and Drug-Free Schools, in whatever form the funding is available in any year.”

RSA 194-B:11 IV-a “*The Commissioner of the Department of Education shall apply for all federal funding available to charter schools under the No Child Left Behind Act, Title I of the Elementary and Secondary Education Act, or other federal sources of funds. The Commissioner shall expend any such funds received in a manner acceptable to the funding source.*”

The NH DOE Bureau of Federal Compliance oversees activities of Federal grant programs to determine whether organizations are in compliance with Federal fund related fiscal requirements. The monitoring is completed to ensure that grant recipients spend funds in the manner specified by the grant program. The implementation of 2 CFR 200 (Uniform Grant Guidance) requires that the NHDOE, as a “pass-through” entity, is in compliance with federal risk assessment and monitoring requirements for subrecipients of federal funds. The Bureau provides technical assistance, guidance documents and other educational opportunities to assist subrecipients in understanding how to manage federal grants.

The Department will initiate contact with each subgrantee to ensure progress is being made toward subgrant objectives and provide technical assistance as required or requested. As described above, in the Quality of Eligible Subgrant Applicants Criteria, page 35, the Department will conduct a number of monitoring reviews designed to identify early any potential concerns and provide appropriate supports for subgrantee schools requiring technical assistance. During the Department review process, the status of each subgrantee is verified to ensure that the school is meeting its project benchmarks and is in good standing with its charter.

The NH Online Grants Management System (OGMS) assists Department staff to effectively and efficiently monitor and track subgrantee expenditures and confirm that expenditures are allowable expenses under the CSP federal grant.

The Department will hold various mandatory training sessions for each subgrantee to ensure that they are aware of their respective fiduciary responsibilities under the federal grant as well as tools available to assist with NH charter school compliance. Trainings will focus on:

- Use of the Online Grant Management System (OGMS)
- State and federal reporting requirements
- Data collection and charter school reporting
- Preparing for charter school site visits and renewals

NH public charter schools, including subgrantees, provide a number of informational and progress reports to the Department. Chartered public schools also report more regularly to the charter school board of trustees, who monitor day-to-day progress, financial status, purchases, public announcements, student recruitment, and hiring/contracting of personnel, among other activities. In its review and monitoring of required documents, the Department ensures that schools are meeting specified targets.

See Appendix F for Timeline for Submissions and Events.

(2) Work with the authorized public chartering agencies involved to avoid duplication of work for the charter schools and authorized public chartering agencies

The central effort in avoiding duplication of work in the collection of evidence to demonstrate achievement of a charter schools' stated goals, fiscal requirements and concrete and measurable objectives, is to minimize the imposition of additional demands on charter school leaders and the authorized public chartering agencies. In order to accomplish this, the NH

Charter School Accountability Process incorporates existing reporting requirements into the evidence base. Few additional documents, except those defined by each charter school as measures of their unique mission objectives, are required. Charter schools remain responsible for determining the selection of information that defines the unique aspects of their program in measurable and credible terms and for reporting this information to the authorizer and to the public in general. Charter schools are held to the same Federal and State accountability standards as district public schools in the State.

The school's presentation of its evidence of effectiveness and compliance with regulations is reported in the annual accountability report described in the charter school law (RSA194-B:10). The school's annual accountability reports are inclusive of all requirements: descriptions of the school's attainment of the objectives related to the school's mission; goals related to unique organizational structure; specific program designs and, most important of all, the impact of the school's unique design on student academic achievement.

Sustainability of the school depends on achieving and maintaining the support of parents and students at the school, and its financial viability relies on responsible fiscal management. Evidence of organizational sustainability and financial responsibility are additional components of the school's annual accountability reports.

The public charter school has the option of commenting on other aspects of its performance in the periodic progress reports. Evidence of effective governance and management of school operations or supporting evidence about the school's sustainability over and above satisfaction surveys can be included to complement required information. In addition to the State's collection of evidence of academic achievement gathered from state assessments, the school, using results

on national standardized or locally developed assessments as described in each school's charter, may offer evidence of academic progress.

(3) Provide technical assistance and support for:

(3)(i) The eligible applicants receiving subgrants under the State entity's program

The Department has partnered with our state Charter Support Organization (CSO), the NH Alliance for Public Charter Schools (NHAPCS), to develop a series of pre-authorization and post-authorization workshops and technical support sessions for charter school applicants and post-award subgrantees. Workshops have been designed to be modular so that they can be tailored to the needs of the applicant or subgrantee. Workshops will be held at least two times per year. Ongoing technical support will be provided to subgrantees via call-in helpdesk, onsite visits and a series of rolling technical support sessions, and bi-monthly regional meetings. In addition to Department led efforts, the Department anticipates that we will partner with NHAPCS to provide technical support and training to subgrantees throughout the state.

Pre-Authorization Workshops and Technical Assistance

Improved pre-application workshops, material, and resources will be designed to support charter school applicants during the development of their application. Currently, training and support is provided on an as needed basis. Instruction will include but is not limited to:

- Needs analysis and feasibility
- Mission statement development
- Measurable objectives/SMART goals
- Program approach
- Identification of learning objectives for students
- Methods for student assessment

- Financial planning and five-year budget projections
- Governance training
- Organizational policy development
- Ongoing technical assistance and helpdesk

Post-Award Subgrantee Workshops and Technical Assistance

Post-authorization workshops and technical assistance programs have been designed to support charter schools that have applied for and been awarded CSP funds under this program. Training and support is provided as needed, but for some of the options listed below, training is recommended within the first month post-authorization. Instruction will include, but not be limited to:

- Use of the Online Grants Management System (OGMS)
- Proper use of Federal CSP funds
- Compliance with state and federal regulations
- Governance training
- Policy development
- Fiscal responsibility & annual audit
- Free & Reduced Lunch Student Eligibility
- English Language Learners
- Special Education: District SAU requirements, Section 504, dyslexia
- Personnel policy development
- Monitoring and ongoing evaluation
- Ongoing technical assistance through the charter school office by phone or email.
- Call-in to the NHDOE helpdesk

- Continuous cycle of school improvement
- Student Behavior Management, for example: Responsive Classroom and PBIS (Positive Behavioral Intervention and Support)

The Department takes seriously its role of support to charter schools. Engaged in a continuous cycle of school improvement, through the process of annual program reviews, needs assessments and school plan modifications, schools are supported throughout the process.

The following identifies how the Department ensures that schools are provided additional support and training that will impact their programs in real time:

- All charter schools will be invited to attend workshops and conferences which will be held at least two times per year. Workshops and trainings will be determined based on the Department's identification of a need, and by requests generated by the charter schools. Please see Best Practices document, PD sessions in Appendix F.
- For new business administrators and grant program managers, schools may request training at any time, on an as need basis.
- Bi-monthly Department meetings for charter school administrators and interested stakeholders. In school year 2019, the CSO has organized three meetings where 11 presentations/trainings were provided on topics requested by the charter schools, including: Title 2 and Title 4, food and nutrition - National School Lunch Program, special education - dyslexia, services for the blind, universal design for learning, statewide assessment, truancy, and charter school funding – leveraging the support of school districts.

(3)(ii) Quality authorizing efforts in the State

The four primary responsibilities of State or LEA authorizers are to:

1. Review applications for charters: This is the role of the LEA or SBE using NH's clearly defined process for authorization. A charter to operate a public charter school may be granted by the SBE or an LEA, following rigorous criteria as identified in NH Charter School Law (RSA 194-B3-a).
2. Establish charters
3. Ensure compliance
4. Renew contracts

The renewal of a charter school takes place every five years. A five-year renewal term begins on the first day the school initially opens to students. Subsequent renewal terms start on the date that the NH State Board of Education authorizes the charter school to operate for a five-year term. NH state law (Chartered Public Schools, RSA 194-B) outlines the renewal requirements.

The first step in the renewal process begins with the public charter school completing and submitting *Intent to Renew Charter* form to the Department by the end of the school's fourth year of operation. A charter renewal application is submitted, by school leadership, to the Department. (The current renewal application is being updated.) The Department and/or designee will conduct a comprehensive on-site review, to determine if the school has adequately fulfilled the promises outlined in its charter. The on-site review consists of classroom observations or student performances/presentations along with focus group interviews with: school leadership, classroom teachers, teachers of special populations (special education, students experiencing homelessness, students from migrant families, students in foster care, students in Federal Title programs), parents, students and members of the Board of Trustees.

For the first renewal, the "renewal application" is considered the school's fourth year annual accountability report. Subsequent renewals are based on the annual accountability report of the

year prior to charter expiration or, most current annual accountability report at the time of renewal (Ed 318.13).

The school's performance described in the renewal application, prior annual progress reports, yearly assessment results and charter accountability documents collected by the Department provides, along with the comprehensive on-site review, the evidence needed to monitor progress toward the charter school's academic performance, financial and organizational goals and sustainability. Overall findings of the school's performance and a recommendation for renewal will be presented to the SBE. The SBE will make the final determination to renew the charter school for a five-year term. See Appendix F for the Charter School Renewal Timeline.

Five Key Questions for the School Renewal Process:

1. Is the charter school making progress toward achieving its mission?

- What progress has the school made toward its academic goals?
- What progress has the school made toward its programmatic goals?
- What progress has the school made toward its organizational goals?

2. Is the charter school responsibly using public funds?

- Has the school provided quarterly financial reports that comply with accepted standards of public-school accounting?
- Do the school's purchasing and billing practices meet acceptable standards for public school accounting?
- Has the school provided an annual external audit with no material defects?
- Do the school's quarterly financial reports demonstrate reasonable and prudent planning?
- Do the Board of Trustees' meeting minutes indicate clear communication of accurate information about the school's financial condition?

3. Is the charter school promoting student attainment of expected knowledge and skills?

- Are students meeting proficiency standards as measured by state assessments?
- Are students making progress toward meeting state proficiency standards?
- Are students meeting reasonably defined measures of proficiency (see also question 1 – defined academic goals)?
- Are students making progress toward any non-academic goals established within its Charter?

4. Is the school sustainable?

- Does the school's governing board function effectively and in accordance with public meeting laws and regulations?
- Has the school established systems to manage operations efficiently?
- Are there systems in place to assure instructional quality?
- Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?
- Are physical facilities safe, clean and suitable for the purposes of the school?
- Is the school emotionally safe for children and adults, free from bullying?
- Does the school have a viable financial plan to support its program?
- Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?
- Does the school employ teachers who meet state requirements for experience and/or certification?
- Does the school demonstrate an ability to retain skilled and qualified staff?
- Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

5. Current status of Board of Trustees?

- Have there been any changes in the membership of the board of trustees?
- Have there been any changes in the board of trustees' methods of operation or amendments to the by-laws?
- Have there been any recusals made by board of trustees' members?

RSA 194-B:16 ,VI defines the conditions for renewal of a NH Public Charter School:

“By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter.”

An assessment of the charter school's attainment of performance targets, sufficient to merit renewal of its charter, will consider the school's cumulative performance across the five years of its initial term.

Number of Charter Schools Closed or Denied Reauthorization

In the event of closure, RSA 194-B3(bb) requires all charter schools to have an approved plan for the education of the school's pupils after closure.

NH has a developed a robust charter school application process. The application process has been designed to maximize the chances for success by ensuring that only high-quality charter school applications, sponsored by qualified developers are approved. Since the first public charter school opened in 2005, there has been five (5) charter schools that have closed due to the lack of financial stability, or have been denied reauthorization by the SBE. This low closure rate amplifies the effectiveness of the NH front-end approval process to help ensure that only qualified schools are granted charters.

NH Charter Schools - Closed or Not Renewed	
School: TEAMS Charter School, Penacook	Status: Closed June 5, 2017. Lack of enrollment and finances
School: NH Equestrian Academy Charter School, Rochester	Status: Closed June 2010. The charter school was encouraged to close as it may not be renewed due to lack of financial stability.
School: Franklin Career Academy, Franklin	Status: Closed August 2008. The charter school was encouraged to close as it may not be renewed due to lack of financial stability.
School: New Heights Charter Academy, Goffstown	Status: Closed June 30, 2007. Lack of enrollment and finances
School: Laurent Clerc Charter Academy, Concord	Status: Closed June 30, 2006. Lack of enrollment and finances

In the last three years, the SBE denied two proposed charter school applications. Reasons for denial of an application include the items listed below. Applicants are encouraged to correct application defects and reapply with the goal of launching a successful public charter school.

1. The applicant(s) did not appear to understand the role in providing a cogent vision connected to standards, curriculum and teaching methodology.
2. The applicant(s) did not have a clear understanding of the critical elements of special education support for children with special needs.
3. The applicant(s) did not reflect a clear understanding of the organizational components of a school budget.

Selection Criteria E – Quality of the Management Plan [Sel. Crit.:(I)(A)(1)(2)(3)(a)(b)(9)(12)(a)(13)(B)(2)]

In the past year, the Department formed a state-funded charter school office as well as a federal compliance office to oversee the compliance of all federal programs. The Charter School Administrator and the Federal Compliance Administrator are responsible for implementing each of the program areas of program design, charter school improvement strategies, school assessment, school standards and administration, school finance and fiscal issues, instructional leadership, internal controls, training and auditing. Based on full funding of this application, this

CSP grant award would support two additional full-time equivalent (FTE) positions to provide technical assistance to eligible charter applicants. See the job descriptions in Appendix F.

The purpose of the management plan is to ensure NH achieves its stated outcomes, objectives, and activities in a timely manner and within budget, consistent with the logic model. Please see the following chart outlining the objectives, performance measures, timelines, budget, resources, responsibilities and milestones of the proposed strategic management plan:

NH MANAGEMENT PLAN	
Objective 1: Increase, expand, or replicate the number of high-quality charter schools, particularly those serving at-risk, economically, educationally disadvantaged students in rural and urban settings.	
Performance Measure 1: Twenty new charter schools will be in operation within five years (2023) Performance Measure 2: Seven charter schools in operation will be replicated within five years (2023) Performance Measure 3: Five charter schools in operation will be expanded within five years (2023) Performance Measure 4: At least ten new charter schools opened will be secondary schools targeting at-risk students.	
Activity 1	Implement the sub grant process annually for new charter school development to target at risk, economically and educationally disadvantaged students.
Timeline	<ul style="list-style-type: none"> Receipt of CSP grant Oct. 2019. Media announcements within seven days. RFA posted on Dept. website within 60 days Grants to be awarded in February and July annually
Budget/Resources	CSP grant funds, CSO staff time, travel, website updates, communications staff time
Responsibility	NH CSO staff, Peer Review panel, NH DOE communications director and staff
Milestones	<ul style="list-style-type: none"> Department broadcasts announcement of the new funding opportunity RFA posted on the NH CSP website pages and NH DOE website Applicants notified that preference will be given to secondary schools serving at-risk students Peer review panel selected and orientation given Sub grantee applications reviewed by NH CSO staff and evaluated by Peer Review panel and sub grants awarded
Activity 2	Implement the sub grant process annually to high quality charter schools to replicate their program & target at risk, economically & educationally disadvantaged students.
Timeline	<ul style="list-style-type: none"> Ongoing
Budget/Resources	<ul style="list-style-type: none"> CSP grant funds, CSO staff time, travel, website updates
Responsibility	<ul style="list-style-type: none"> NH CSO staff and CSO partners
Milestones	<ul style="list-style-type: none"> High-quality charter school operators/schools identified/contacted. Sub grants awarded
Activity 3	Implement the sub grant process annually to high quality charter schools to expand their program and target at risk, economically and educationally disadvantaged students.
Timeline	Workshops occur in April and August, bi-monthly regional meetings, technical assistance ongoing (as needed basis)
Budget/Resources	CSP grant funds, staff time, travel, printing, training expenses
Responsibility	NH CSO staff
Milestones	Technical assistance/workshops provided. Applications received. Sub grants awarded.
Activity 4	Cultivate charter school applicants with innovative approaches to opening secondary charter schools that target at-risk students
Timeline	Media outreach and publicity schedule created by December 2019.
Budget/Resources	CSP grant funds, CSO staff time, communications staff time

<i>Responsibility</i>	NH CSO staff, NH DOE communications staff
<i>Milestones</i>	<ul style="list-style-type: none"> • Technical assistance for interested secondary school subgrantees provided • Subgrantee revised goals evaluated. • Innovative secondary educators cultivated. Training provided. Applications received. Subgrants awarded.
Objective 2: Use CSP funds to improve student growth and achievement increasing student graduation and college and career readiness.	
Performance Measure 1: A. Subgrant recipient charter schools will meet or exceed growth & assessment accountability measures as written in their charter by grant year three. B. Subgrant recipient charter high schools serving students at-risk will graduate 80% of students enrolled each year starting grant year three. C. At least 80% of subgrant recipient charter schools will meet the measurable objectives as written in their charter by grant year two (baseline set in 2020). Performance Measure 2: A. Underperforming, struggling and special needs students are provided additional personalized supports to increase performance. B. 90% of subgrant recipient charter schools will use allocated federal grant funds for PD. C. 90% of subgrant recipient charter schools will access federal grant fund allocations available to them. Performance Measure 3: Through a continuous cycle of school improvement, 100% of subgrant recipient charter schools will complete an annual evaluation, and a needs assessment to inform changes to their school plan.	
Activity 1	Monitor sub grantees' student assessment results; provide feedback and technical assistance as needed to improve student performance.
<i>Timeline</i>	November – statewide assessment data released
<i>Budget/Resources</i>	CSP grant funds, CSO staff time, NH DOE data team staff time
<i>Responsibility</i>	CSO staff
<i>Milestones</i>	Student assessment data reviewed. Student academic achievement progress verified per ESSA.
Activity 2	
	2. Provide opportunities for Title I, II, III, IV and IDEA training, technical assistance to support all learners.
<i>Timeline</i>	Ongoing, April and August workshops. Best Practices Annual Conference
<i>Budget/Resources</i>	CSP grant funds, CSO Staff, NH DOE specialist staff time (Title I, II, III, IV and IDEA)
<i>Responsibility</i>	NH CSO staff
<i>Milestones</i>	<ul style="list-style-type: none"> • Subgrantees attend professional development/technical workshops and develop skills on how to support struggling students. • CSO hosts annual conference. Subgrantees attend. 90% of Subgrantees receive all available Federal funds.
Activity 3	
	3. Evaluate the effectiveness of the CPS program to improve student achievement & outcomes in charter schools.
<i>Timeline</i>	Development of measureable objectives and ongoing, annual accountability
<i>Budget/Resources</i>	CSP grant funds, CSO staff time, travel, NH DOE data team staff time
<i>Responsibility</i>	NH CSO staff and CSO partners
<i>Milestones</i>	NH student achievement improves. HS graduations rates increase as do student college/career readiness.
Objective 3: Broadly disseminate charter school best practices to other NH public schools and LEAs to increase quality educational options statewide.	
Performance Measure 1: Through NH student performance data, identify and chart all high performing charter schools and their educational practices. Performance Measure 2: 10 partnerships developed between high performing charter schools & charters working to raise student achievement over five years. Performance Measure 3: 80% of charter schools attend workshops & statewide conferences attended by charter school developers & other public schools & LEAs. High-quality charter school operators share their knowledge of charter school best practices with others. Performance Measure 4: 80% complete best-practices survey. Share survey results with all charter school to inform practices going forward. Performance Measurement 5: 10 Charter schools share their knowledge of high-quality effective practices per year with	

public entities locally and nationally through conferences, seminars, and the media.	
Activity 1	Work with school districts and other partners to identify charter schools with best practices.
Timeline	Ongoing during grant cycle, recommendations made before applications reviewed in March
Budget/Resources	CSP grant funds, CSO staff time, travel, printing, website updates
Responsibility	NHCSO staff and CSO partners
Milestones	At least two charter schools identified each year to share best practices.
Activity 2	Create mentorships and partner high-performing charter schools with underperforming charter schools in both primary and secondary.
Timeline	Workshops occur in April and August, TA begins immediately
Budget/Resources	CSP grant funds, CSO Staff time, travel, printing, supplies
Responsibility	NH CSO staff and CSO partners
Milestones	Technical assist. provided. Workshops held annually in April & August for charter school developers. Two partnerships developed a year.
Activity 3	Provide two technical assistance & best practices' workshops annually.
Timeline	Ongoing meetings and annual conference
Budget/Resources	CSP grant funds, CSO staff time, travel
Responsibility	NH CSO staff and CSO partners
Milestones	High-quality charter school operators present best practices at conference.
Activity 4	Develop survey to determine the best practices implementation rate and the effectiveness of conferences and workshops.
Timeline	Ongoing at regional bi-monthly charter school meetings
Budget/Resources	CSP grant funds, CSO staff time, travel
Responsibility	NH CSO staff and subgrantees
Milestones	Best practices presented to school community, educators & LEAs. Survey completed yearly, results analyzed, shared with stakeholders.
Activity 5	Share charter school best practices with other public entities locally and nationally.
Timeline	Ten per year.
Budget/Resources	CSP grant funds, CSO staff time, travel, NH DOE communications staff, charter school staff time
Responsibility	NH CSO staff and sub-grantees
Milestones	Ten charter schools present best practices per year at events or through media.
Objective 4: Empower current and new public charter schools to become fiscally strong, independent, laboratories of innovation.	
Performance Measure 1: 100% of all sub-grantee awards reflect innovation & fiscal accountability.	
Performance Measure 2: 100% of schools submit annual accountability report. CSO team visits ten schools per year.	
Performance Measure 3: Annually schedule two experts with expertise in developing innovative charter schools programs to present at state conference.	
Activity 1:	Require all sub grantees to include innovative practices & fiscal accountability measures in their program planning and implementation
Timeline	April and August for workshops, ongoing technical assistance
Budget/Resources	CSP grant funds, CSO staff time, travel, printing
Responsibility	NH CSO staff
Milestones	Training sessions and workshops provided and attended by subgrantees.
Activity 2:	Review school progress reports/student performance data. Site visits. Provide constructive review/recommendations for improvements.
Timeline	Plans reviewed and evaluated before sub grants awarded
Budget/Resources	CSP grant funds, CSO staff time, NH DOE data team staff time
Responsibility	NH CSO staff
Milestones	Applications reviewed for fiscal accountability, student performance, and innovative practices. Ten site visits per year by CSO staff.
Activity 3:	Provide high quality prof. development trainings w/ evidence of effectiveness & motivational guest speakers at conferences / meetings.

Timeline	Twice per year
Budget/Resources	CSP grant funds, CSO staff time, travel, speakers time
Responsibility	NH CSO staff
Milestones	Two motivational guest present at conferences/meetings per year.
Objective 5: Strengthen and support authorizer quality and promote adoption of best practices for authorizers	
Performance Measure 1: Research charter school authorizer consulting/training organizations to secure a contract that will provide comprehensive training and support for improving/rebuilding the State's charter school authorizing system. Performance Measure 2: Contractor works with legislators, authorizers, the NH CSO, and stakeholders to build a rigorous state charter school authorization system with strong oversight and clear practices and procedures. Performance Measure 3: Barriers reduced for NH charters due to improved authorizer practices. By the end of year five, NH will have fully implemented a rigorous, sustainable, and coordinated authorizing system.	
Activity 1:	Contract with qualified authorizer consulting/training company to provide best practices support for NH authorizers in the following areas: (A.) Authorization, (B.) Contracts, (C.) Oversight, (D.) Corrective Action, and (E.) Renewal.
Timeline	Ongoing throughout grant period
Budget/Resources	CSP grant funds, NH CSO staff
Responsibility	NH CSO staff
Milestones	Authorizer skills build yearly as authorizer best-practices training continues. NH CSO policies/procedures improve.
Activity 2.	Create collaborative teams to build systems for implementation of authorization practices and procedures
Timeline	Ongoing throughout grant period
Budget/Resources	CSP grant funds, NH CSO staff
Responsibility	NH CSO staff
Milestones	Authorizer skills build yearly as authorizer best-practices training continues. NH CSO policies/procedures improve.
Activity 3.	Implement and sustain system
Timeline	Completed by year five of grant period
Budget/Resources	CSP grant funds, NH CSO staff
Responsibility	NH CSO staff
Milestones	NH fully implements a rigorous, sustainable, and coordinated authorizing system.

Selection Criteria F – Parent and Community Involvement [Sel. Crit.:(I)(F)]

Public charter schools occupy a unique space in the New Hampshire education ecosystem. They are locally initiated and active members of the communities in which they reside. They involve and engage with their families and communities through multiple ways including: competitive teams engaged in statewide public-school competitions focused on robotics, spelling bees, and visual and performing arts competitions; presentations and speaking events open to the public; fundraising activities such as auctions; participation in community events – parades, old-home days, etc.; and partnerships with local business in the forms of internships, job shadowing, and mentoring. Charter schools are required to have a

comprehensive family and community engagement plan in their start-up application and progress in this area is a component of the charter school renewal process. Please also see the next section, Soliciting Feedback for more examples of family and community involvement.

Soliciting Feedback

Each public charter school collects and shares data yearly with the Department and SBE via their annual accountability reports. This quantitative data (for example: enrollment statistics) and qualitative data (for example: parent survey feedback or public comments given at meetings) is provided by the schools to answer the following questions:

- (1) Is the school making progress toward achieving its mission;
- (2) Is the school responsibly using public funds;
- (3) Is the school promoting student attainment of expected knowledge and skills;
- (4) Is the school sustainable?
- (5) What is the current status of the Board of Trustees?

(See Selection Criteria D, State Plan, Annual Accountability Report, Five Key Questions for the Renewal Process, for the expanded list of the 27 questions and sub-questions.)

The Department and the SBE use the qualitative and quantitative data in multiple ways. Examples include: to assess if a charter school meets parent expectations; to track yearly progress of markers-of-success, concerns about student academic achievement and assessment results; to establish if students are making progress toward meeting state proficiency standards (among other standards); to monitor LEA/public charter school relationships; to establish progress in enrollment; and to inform decisions regarding updates of State policies, legislation, and administrative rules. (NH Charter school legislation and rules are currently undergoing review and revision.)

In addition, the Department uses the online NH DOE iPlatform to explore performance measures and outcomes for charter schools including assessment proficiency by subject, academic growth, and if applicable, graduation rate, college and career readiness, and other data. The iPlatform portal is open to the public so charter school parents/community members can easily review public school information. See Appendix F for sample iPlatform graphics.

If awarded, the Department intends to use 2019 CSP grant funds to strengthen parent and community involvement through an annual conference that will bring parents, board members, local district officials, Department personnel, and community members together to discuss important charter school issues. Sample topics include special education, improvements to curriculum, student safety, and opportunities for community partnerships.

The Department also plans to provide training, workshops and technical assistance (See Management Plan) to charter school developers on sound governance and policies including parent and community participation in public charter school governance boards, how to increase parent and community involvement with in the school, and how to communicate successfully.

Multi-Tiered Oversight and Parent and Community Access

Public charter schools have a multi-tiered oversight structure including the board of trustees, the Department, and SBE. Each level of oversight affords parents and interested community members opportunities to engage with the public charter school and provide voice to the school.

Parents and community members are encouraged to attend New Hampshire State Board of Education (SBE) meetings. Each monthly meeting begins with an opportunity for public comment to the Commissioner of Education and SBE members. Strong Right-to-Know statutes in NH ensure Department and SBE transparency.

In addition, public charter school Board of Trustees meet regularly – in accordance with the governance principles of the charter – in open meetings that allow parents and community members easy access to school leadership. Charters are required by law to identify their philosophy of parent involvement and related plans and procedures, and a plan to develop and disseminate information to assist parents and pupils with decision making about their choice of school (RSA 194-B:3 II(v, w)).

To encourage parent and family partnerships and engagement in public charter schools, the Department requires charter schools to use measurable goals and objectives (SMART Goals) to guide their strategic plan and include their progress in parent/family engagement in their annual accountability report.

The Department also instructs public charter schools to:

- Seek parent/family representation to advise the school on matters related to family-school relations, and decisions that affect their children, such as a parent committee (optional).
- Create a school Parent Family Involvement policy that includes a vision statement about the importance of family-school partnership in a school community (required).
- Distribute key documents (Parent Involvement Policy, Mission Statement and Goals, Homework Guidelines, and School and Classroom Visit Procedures, etc.) annually (required).
- Communicate frequently with parents, families, students and community members (optional).
- Identify what parents (families) can do to support their students' learning at home (curriculum of the home) (optional).

Selection Criteria G – Flexibility [Sel. Crit.: (I)(E)]

NH charter school law extends a high degree of flexibility, autonomy, and privilege to public charter schools. The statutory structure encourages innovation and flexibility but ensures accountability for strong academic student outcomes. This is reflected in the wide variety of public charter schools operating in NH. For example, NH has public charter schools focused on STEAM education, performing and visual arts, students at-risk for dropout, classical liberal arts, Montessori methods of teaching, and educationally disadvantaged students, among others.

194–B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.

I. (a) Except as otherwise provided in law, chartered public schools shall be fully exempt from state laws and rules which otherwise apply to public or nonpublic schools, or local school boards or districts. Notwithstanding the foregoing, chartered public schools shall have all the rights and privileges of other public schools.

(b) A chartered public school's board of trustees shall have full authority to determine the chartered public school's organization, methods, and goals.

NH public charter schools have autonomy over enrollment, curriculum, staff recruitment, program design, facilities, finance, and partnerships with stakeholders and district public schools. The Department prioritizes programs that support at risk students, and college and career readiness standards. Schools are also required to provide automatic enrollment to students from affiliated charter schools.

ESSA flexibilities [Section 4303(h)] are supported in NH by authorizing grant funds for renovations to school buildings in order to be compliant with applicable statutes and regulations, and minor facility repairs. Additionally, new public charter schools are able to use grant funds to provide one- time, start-up costs for transportation of students to and from the charter school

from outside the school district. ESSA Title I flexibilities are extended to all eligible public schools, including charter schools.

Charter schools are provided a great deal of freedom and are required by the Department to be innovative with curriculum design, and all aspects of student academic, social and emotional growth. Not constrained by district public-school boundaries, existing and new startup charter schools are encouraged to consider the full extent of flexibilities offered within the Federal and State charter school laws. (See RSAs related to charter school flexibility in Appendix F related to enrollment, curriculum, instruction, innovative scheduling, teaching staff, and oversight.)

The NH DOE is currently engaged in collaborative work with the SBE and the legislature to review and revise the NH State charter school education law and Administrative Rules. The goal of this effort is to ensure that charter school laws are expansive, inclusive, reflect the ever-changing landscape of charter school development, and maintain pace with the innovative and progressive development of public charter schools within the United States of America.

NH's Assessment and Accountability

Charter schools have the same data reporting requirements as district schools. The Department has a significant number of efforts in place to report on the progress of schools and provide valuable data to help improve schools. School district personnel can access many of these data systems through the Department's web portal myNHDOE. The Assessment and Accountability Data System is responsible for providing the following: school district profiles; longitudinal reports; data collection and reports; analysis and reporting; and growth models.

Application Requirements [See Table of Contents and document subheads throughout. See an expanded version of Application Requirements in Appendix F.]

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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EXPANDING OPPORTUNITY THROUGH QUALITY CHARTER SCHOOLS PROGRAM (CSP)

GRANTS TO STATE ENTITIES

ASSURANCES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State Entities must provide the assurances described below.

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

- (A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;
- (B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;
- (C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;
- (D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;
- (E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--
 - 1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;
 - 2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and
 - 3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;
- (F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and
- (G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--
 - 1) Information on the educational program;
 - 2) Student support services;
 - 3) Parent contract requirements (as applicable), including any financial obligations or fees;
 - 4) Enrollment criteria (as applicable); and

- 5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
- (H) For a State entity that is a State educational agency, State charter school board or Governor of a State, the State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, for all State entities, the State entity's and other non-Federal entity's financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.
- (I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.


NAME OF AUTHORIZED OFFICIAL

Commissioner of Education
TITLE


SIGNATURE OF AUTHORIZED OFFICIAL

2-7-19
DATE

NH Dept. of Education
APPLICANT ORGANIZATION

2-12-19
DATE SUBMITTED

Frank Edelblut



Commissioner of Education, New Hampshire

2017 – Present

The Office of the Commissioner establishes procedures to provide school administrative units with professional staff services, including direct services to school administrative units for promoting excellence in education and the provision of resources through state and federal programs for all students.

State Representative

2014 - 2015

Hillsborough County, District 38 state representative serving on the finance, pension reform and child and family law committees

Private Investor

2013 - Present

Private investor focused on early stage technology investment.

Converge Venture Partners, Member

2009 – 2013

Member of one of Boston's largest and premier angel and early stage investment groups focused on early stage technology investment.

Control Solutions International, Chief Executive Officer

1991-2009

Founder and Chief Executive Officer of Control Solutions International, a leading provider of independent internal audit, compliance, risk management and technology solutions.

Successfully guided rapid growth into a global firm delivering services to more than 500 clients in over 35 countries.

Successfully repositioned firm in key niches to stabilize sales and achieve profit goals as core markets retrenched by 40% over three year period.

Successfully sold firm to a global top-20 international consulting firm based in France.

Significant Achievements:

- Created global delivery infrastructure with over 30 offices in North America, Europe, Asia and South America
- Grew delivery capability to over 800 consultants globally
- Established innovative approaches to foster entrepreneurship and a culture of achievement
- Developed intellectual property that became the basis for two separate software products sold to a public European software company
- Established affiliate-licensee program for tier two markets and as market-entry strategy for difficult markets (e.g. India, Brazil)
- Principal driver behind the design and development of progressive methodologies and tools in the area of control and risk management
- Negotiated global representation deal with NTT in Japan
- Built IT infrastructure to meet global demands of business (e.g. global project management and resource management systems)
- Implemented global practices, methodologies and training, facilitating consistent service delivery around the world, including affiliate offices
- Worked closely with management and members of audit committees in many Fortune 2000 companies to address internal control, business process improvement and corporate governance challenges
- Successfully completed 7 year earn-out contract before transition of business to new owners

Niagara Corporation, Chief Financial Officer, 1989-1990

Price Waterhouse, Audit Manager, 1983-1989

Other

Internationally recognized speaker and author on internal audit and corporate governance. Frequent speaker at business conferences (e.g. MIT CFO Summit) and often sought out by the business press to comment on contemporary issues of control, compliance and corporate governance.

PROFESSIONAL PROFILE

Fully qualified and experienced educator with 3 years of State government administration, 3 years of school administration and 15 years of teaching in a variety of cultural contexts and settings. Proficient IT skills, academic writing and editing. Analyses and designs systems to improve efficiency. Creates and maintains collaborative team environment. Creative problem solver with highly effective communication and conflict resolution skills. Able to foster trust, build strong relationships at all levels of an organization and navigate politically sensitive and challenging landscapes. Committed to continuous development of skills and knowledge.

EDUCATION:

University of Southern New Hampshire, Manchester, NH *August, 2014*
MEd Curriculum and Instruction/Educational Leadership Program

Keene State College, Keene, NH *December, 1997*
B.S. Education:

Keene State College, Keene, NH *May, 1995*
B.A. Sociology

PROFESSIONAL EXPERIENCE: EDUCATIONAL LEADERSHIP

Charter School Administrator, Office of Charter Schools
New Hampshire Department of Education

March 2018 – Present

Responsibilities: Prepare and provide on-going technical assistance and professional development to schools, parents and the community in implementing laws and regulations related to school options; help identify best practices for instruction and management and develop a process to share such best practices with other schools. Monitor public charter schools in implementing its charter mission, identify and secure alternative funding sources, and evaluate state and federal regulations and to ensure on-going adherence to standards. Analyse policies and provides leadership for innovative programs through sharing of best practices. Direct and evaluate the development of long-range plans, goals and objectives related to public charter schools. Evaluate and interpret program policies, procedures, and guidelines for school options. Work with existing groups, such as professional associations, advisory groups, district public schools, and charter schools, to identify problems and help develop initiatives to address these problems. Communicate with professionals and policymakers in the state concerning state policies, legislation, and current programs relative to education options. Develop processes for monitoring public charter public schools and draft rules as appropriate. Coordinate with advisory committees, such as the Charter School Advisory Council, the State Board of Education, the New Hampshire School Boards Association, and New Hampshire Superintendent's Association. Act as the liaison between public charter schools and the United States Department of Education, public charter schools and other public schools specifically related to assuring appropriate support for students with disabilities. Receive and evaluate progress reports from chartered public schools. Identify best practices for instruction and management in public charter schools, and develop a process to share such best practices with other public schools. Collaborate with other administrators in the Department to effectively monitor and coordinate activities associated with state accountability.

Education Consultant

New Hampshire Department of Education

October 2014 – Present

Responsibilities: Federal Title I Program Manager for a 65 school region; academic program monitoring and audits, including classroom observations, review of program, review of achievement data, interviews with senior administration, teachers, support staff, community members, parents and families, report writing; grant reviews and approvals; program and staff technical support; monitoring and support for state-wide Problems of Practice Model for School Improvement using Implementation Science; professional development at the regional, state and national level; monthly regional meetings; systems development; SWIFT FIT School Assessments; Early Learning representative for the Department of Education.

Legislative Committee Work

New Hampshire Department of Education

October 2014 – Present

Responsibilities: Serving on New Hampshire Governor-Appointed Councils and Committees to conduct research and put forward legislation in the following areas: Spark NH - to promote Early Learning Initiatives, Spark NH Data Committee, Wellness and Primary Prevention Council Advisory Group, Commission to Address Child Hunger in New Hampshire.

Department Head/Coordinator, Middle School

August 2006 – 2010

Sheikh Zayed Private Academy, Abu Dhabi, United Arab Emirates

Responsibilities: Overall control of curriculum management; co-chair of Governance and Management Committee to review and revise Strategic Plan; liaison between teaching staff and senior school management; create and conduct professional development sessions; mentoring and support for teachers in the division; create an effective working environment resulting in the improved efficiency of the department; create duty schedules and full year events calendar; stock inventory and ordering of curriculum materials.

Department Head: Social Studies

August 2002 -2005

Emirates National School: Abu Dhabi, United Arab Emirates

Responsibilities: Overall control of Social Studies curriculum, grades 4 - 10; curriculum alignment grades 1-10; inventory and ordering whole school resources; creating and conducting professional development sessions.

WORK EXPERIENCE – TEACHING:**Teacher: Grades KG1, KG2**

August 2011 – July 2013

Abu Dhabi Education Council: Abu Dhabi, UAE

Responsibilities: Teaching English, ESL, Mathematics, and ICT to Arabic speaking children; creating and conducting professional development sessions; member of the following committees: School Improvement Plan, Parent Teacher Organization, School Media, ICT and Science.

Teacher: Grades KG1, 4, 5, 6

August 2005 – August 2011

Sheikh Zayed Private Academy: Abu Dhabi, UAE

Responsibilities: Teaching English, mathematics, science, ICT, art, and physical education; creation and alignment of curriculum and policies for NEASC/CIS accreditation; member of science committee; designing and implementing a community service program and fundraising for humanitarian groups; designing and implementing a school wide system of positive behavior reinforcement; organizing after school tutoring program; organizing overnight education camps; supervising extracurricular activities.

Teacher: Grades 5, 6, 7

August 2002 - July 2005

Emirates National School: Abu Dhabi, UAE

Responsibilities: Teaching language arts, mathematics, science and social studies; supervising after school tutoring program; developing and organizing fundraising for humanitarian groups; organizing community service programs; organizing overnight camping expeditions for students.

Teacher: Grade 7

August 1999 – June 2002

Weare Middle School, Weare, NH

Responsibilities: Teaching language arts, social studies, remedial reading, and SAT prep classes; committee representative for curriculum development and alignment for grades K-12; initiating and developing curriculum for Group Initiatives and Problem Solving class; managing and editing school newspaper; developing and organizing 3-day overnight community building and experiential education trips.

Teacher: Grades 6, 7, 8

October 1998 - May 1999

Beaufort County School District, Hilton Head, SC

Responsibilities: Teaching in a self-contained, alternative classroom; designing and implementing curriculum in language arts, mathematics, science, and social studies; developing behavior management plans; supervision of a long-term substitute teacher and a classroom aid.

Private Tuition, Abu Dhabi, UAE

September 2002 – July 2013

For the children of: Sheikh Saeed Al Nahyan, Sheikh Hamed Al Hamed

Responsibilities: Educational management and 1:1 assistance for students Grade 2 through University

WORK EXPERIENCE – OTHER**Director Food Services**

1991 – 2002 (summers)

Windsor Mountain Center for Experiential Education, Hillsboro, NH

Responsibilities: Hiring, training and supervising staff; scheduling; budgeting; menu planning; stock tracking and procurement; managing special events and banquets; developing and implementing a recycling program.

Camp Counsellor

Responsibilities: Class instruction in outdoor education, sports, animal management, gardening; trip leadership in rock climbing, canoeing, community services; living unit supervision.

OTHER EXPERIENCE/TRAINING

President: Antrim Town Recreation Committee

Crisis Intervention: Antrim Girls' Shelter

Youth Coach: Soccer, baseball, softball, volleyball

Volunteer Work (2002 - 2013): Sheikh Khalifa Rehabilitation Hospital – Abu Dhabi

Volunteer Work (past): YMCA Fitness Trainer, Northern Lights Dance Theatre, Andy's Summer Playhouse, Soup Kitchens, Rosie's Homeless Shelter

HONORS

Undergraduate Degrees: Dean's List 8 semesters

Graduate Degree: 4.0 GPA



**STATE OF NEW HAMPSHIRE
OFFICE OF THE GOVERNOR**

CHRISTOPHER T. SUNUNU
Governor

Secretary Betsy DeVos
U.S. Department of Education
Washington, DC 20202

Dear Secretary DeVos:

I am writing in support of the New Hampshire Department of Education's application for the U.S. Department of Education's Charter School Program Grant for State Educational Entities.

Through a partnership with the New Hampshire Department of Education, the State Board of Education, and the State Legislature, New Hampshire's public charter schools are part of a unique system that provides first-rate educational opportunities for all Granite State children. New Hampshire's public charter schools have seen a rapid expansion over the last eight years which can be largely attributed to the receipt of the 2010 Federal Charter School Grant. This grant provided funding for the startup of 20 new public charter schools, bringing the total number of approved New Hampshire charter schools to 30. Our charter school sector is remarkably diverse, as it includes the highest performing public high school in the State, the Academy for Science and Design; the Virtual Learning Academy, which offers online courses to every public school in the state of New Hampshire, many elementary programs that offer a wide range of successful educational models, and several secondary charter schools that support educationally disadvantaged students and target some of our most challenged populations.

We continue to advocate for and support initiatives that expand choice in our education system. Charter schools recognize that a quality education that meets the individual needs of children is within reach for all our children, regardless of income. This grant application focuses on high-need populations. As the opioid crisis continues to affect our state, it is critical that our at-risk youth have the support that these charter school programs provide. Continued growth of more successful charter schools in New Hampshire will rely on the receipt of a 2019 Charter School Program Grant for State Educational Agencies. Our goal is to open 20 new high-quality charter schools in New Hampshire through this year's grant proposal, in addition to replicating and expanding several of our successful existing schools.

I am proud to support the New Hampshire Department of Education's application for the U.S. Department of Education's Charter School Programs Grant for State Education Entities, and urge you to support this proposal.

Sincerely,

107 North Main Street, State House - Rm 208, Concord, New Hampshire 03301

Website: <http://www.governor.nh.gov/> •

TDD Access: Relay
PR/Awar



February 7, 2019

Secretary Betsy DeVos
U.S. Department of Education
Washington, DC 20202

Dear Secretary DeVos:

I write in support of the New Hampshire Department of Education's application for the U.S. Department of Education Charter School Program Grant for State Educational Entities.

New Hampshire is home to an education community that strives for innovation in the pursuit of excellence for students at all levels, from early childhood through postsecondary education. Our public system of K-12 education includes 30 charter schools which provide opportunities for New Hampshire families to seek out the best option for their children.

New Hampshire RSA 194-B:11 IV-a directs the Commissioner of the Department of Education to apply for federal funding to support chartered public schools. The Federal Charter School Grant funding received in 2010 provided critical resources for the creation of charter schools in New Hampshire, which has enabled expansion of educational opportunity and choice. The Department of Education seeks funding to continue the important work underway to support New Hampshire student achievement.

New Hampshire's community colleges have strong relationships and pathways from our state's high schools, including charter high schools, and we continue to explore new models of collaboration, including a new Career Academy concept that would provide accelerated pathways to in-demand careers in the Granite State.

I urge you to give the strongest consideration to the New Hampshire Department of Education's application for the U.S. Department of Education Charter School Programs Grant for State Education Entities.

Sincerely,

A large black rectangular box redacting the signature of the official.

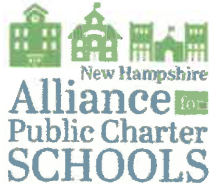
Community College System of New Hampshire

26 College Drive, Concord, NH 03301-7407

www.ccsnh.edu

PR/Award # U282A190001

Page e90



89 South Street
Concord, NH 03301



February 5, 2019

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5970

Dear Madam Secretary,

It is my pleasure to write in support of the New Hampshire Department of Education's (NHDOE), Charter Schools Program application under CFDA 84.282A. This funding is critical to the growth of a strong public charter school sector that serves the needs of educationally disadvantaged students in our state. The proposed project would provide the resources, professional development and technical assistance necessary to open new high-quality charter schools. These public schools would help even the playing field between educationally disadvantaged students and their peers throughout the state.

The New Hampshire Alliance for Public Charter Schools (NHAPCS), has worked closely with the New Hampshire Department of Education (NHDOE). Over the last decade, the NHDOE has helped to guide the charter movement in a positive direction within the state. Those of us with a strong interest in providing increased choice for students in public education, have been supported and listened to by the Department, Commissioner Edelblut and the NH State Board of Education. Because New Hampshire is a rural state our challenges are different but no less real. We support the state's application because we know what a difference increased opportunities have made in children's lives.

NHAPCS looks forward to the opportunity to be involved in the development of high-quality and accountable public charter schools. If you have any questions, please do not hesitate to contact me. The students of New Hampshire in both rural and urban areas would benefit greatly from this program.

Sincerely,



President
New Hampshire Alliance for Public Charter Schools



2018/2019 Timeline for Charter School Authorization

The New Hampshire Department of Education Charter School Office	
<p>Persons or entities eligible to submit an application to establish a public charter school include:</p> <ul style="list-style-type: none"> (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity; (b) A group of 2 or more NH certified teachers; (c) A group of 10 or more parents. <p>Proposed charter applications will be reviewed at a regularly scheduled State Board of Education meeting twice per year, January and June or the next meeting with a quorum.</p>	
Local Authorization	Proposed applications (for application requirements, please see RSA 194-B:3, II) to establish a charter school are submitted to the prospective school board where the school intends to be located. Please review the New Hampshire Administrative Rules for Education, PART Ed 318 Chartered Public Schools. Upon review, the local school board grants or denies the proposed application.
	The proposed application is then forwarded, by the local school board, to the New Hampshire State Board of Education (SBE) for authorization to establish a charter school. State Board of Education web page.
	Upon receiving charter authorization from the State Board of Education, the school board submits a warrant article to the school district legislative body for ratification or denial to fund the school.
	Funding is received directly from the school district. The amount of funding is determined by an agreed upon contract between the charter school and the local school board.
State Board Authorization	Proposed applications to establish a charter school are submitted directly to the New Hampshire Department of Education. Please see the process for charter school authorization below.
	Authorization to establish a charter school is given by the State Board of Education.
Process for Charter School Authorization	Become familiar with New Hampshire Charter School law, Chapter 194-B, Chartered Public Schools, New Hampshire Administrative Rules for Education, PART Ed 318 Chartered Public Schools and information located under Helpful Resources.
	Develop a proposed charter school application. The Charter School Application Guidelines will assist the applicant.
	Applications must be consistent with the alpha numbering and give a detailed description of the required components outlined in the guidelines. The application guidelines refer to RSA 194-B:3, II.
Requirements for Submitting an Application	An applicant seeking state board approval for a charter school submits a letter of intent to submit a proposed charter school application.
	An applicant submits an application consisting of an original, three (2) paper copies and an electronic copy to the Department for review.
	List of Requirements for Submitting an Application under Ed 318.08
	Application format: table of contents, one-inch margins, at least 11-point font and all pages must be numbered.
	Applications should not exceed 50 pages (not including cover sheet, appendices, i.e., letters of support, proposed five-year budget). Letters of support are strongly encouraged.
	Please include an application cover sheet.
Charter School Application	Within 10 business days of the initial filing, the Department will acknowledge receipt of application and notify the applicant of any missing information, and when the application is

Review for State Board of Education Approval	complete. Ed 318.08 (k)
	The application shall be reviewed and evaluated, for state board approval, within 60 days after receipt of a completed application.
	A legal consultant, designated by the charter school office, shall review the application to ensure compliance with New Hampshire's Chapter 194-B, Chartered Public Schools and Administrative Rules for Education, PART Ed 318 Chartered Public Schools.
	A committee of peers shall also evaluate the application, to determine the quality, using the criteria outlined in the evaluation scoring guide. The Summary of Charter School Criteria shall also be used as a guide.
	For Peer Reviewer use only: Peer Reviewer Conflict of Interest form.
	As part of the review process, the applicant shall be provided with written comments, including suggested amendments or modifications, if the Department determines that amendments or modifications are needed.
	The applicant shall provide a written response to the legal consultant's review.
State Board of Education Meeting	The applicant will meet with the Commissioner of Education to review and discuss the application to establish a charter school. The Department will inform the applicant in writing when this meeting is scheduled.
	Applicants present their charter school to the State Board of Education. State Board of Education votes to Approve or Deny the application. Applicants are notified in writing of the decision, including the reasons for a denial and an explanation of the process for reapplying in a subsequent year. RSA 193-B:3-a:IV.



2018-2019 Important Dates for Public Chartered School Reports, Surveys, Forms and Events

Key:

- PCS - Public Charter School Office
- ESS - Education Statistics System
- E - Electronic Media
- HC - Hard Copy of document mailed or dropped off at DOE
- RL OSF - Ron LeClerc, Office of School Finance
- l4see - State-level student information system
- myNHDOE - NH DOE single sign-on portal
- Online - Via a web-based NH DOE system (e.g., l4see, ESS, ESOL, etc)
- ESOL - English for Speakers of Other Languages

MONTH	WHEN	SUBMIT WHAT	FORMAT	TO WHOM	2018-2019
ALL YEAR	On-Going	SASID requests	Online	l4see	(✓ When Done)
JULY	June 1 - July 15	EOY Enrollment Batch Verified	Online	l4see	
	June 1 - July 15	EOY Academic Batch Verified (Title I targeted schools only)	Online	l4see	
	June 1 - July 15	College and Career Readiness Batch Verified (high schools only)	Online	l4see	
	July 15 - July 31	EOY Enrollment District Verified * All anomalies cleared * District review reports confirmed	Online	l4see	
AUGUST	July 15 - July 31	EOY Academic District Verified (Title I targeted schools only)	Online	l4see	
	July 15 - July 31	College and Career Readiness District Verified (high schools only)	Online	l4see	
	August 1	Annual Progress Report (Accountability Report)	E and HC	ESS	
	August 1	Student Roster for state assessment goes live in l4see	Online	l4see	
AUGUST- SEPTEMBER	August 1	EOY Enrollment Certified by Superintendent/Administrator • Tuition Receiving Report printed, signed and sent to NH DOE • The EOY is used to determine your final payment for the year	Online	l4see	
	August 1	EOY Academic Certified by Superintendent/Administrator	Online	l4see	
	August 1	College and Career Readiness Certified by Superintendent/Administrator	Online	l4see	
	Late August	Critical Shortage survey	Online	ESS	
AUGUST- SEPTEMBER	Late August	Summer Board Minutes	E and HC	PCS	
	August 14	NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30			
	Before Opening	Fire and Life Safety Inspection – Online Reporting Tool http://business.nh.gov/nccharge/Safety-ES/default.asp?form_name=5schoolFireLivesSafetyChecklist	E	PCS	
	Before Opening	Certificate of Liability	HC	PCS	
AUGUST- SEPTEMBER	Before Opening	Health Inspection Form – For new schools and upon every five year renewal term, or when existing school moves to a different facility	E and HC	PCS	

MONTH	WHEN	SUBMIT WHAT	FORMAT	TO WHOM	2018-2019
AUG-SEPT	Before Opening	School Calendar (first year, new charter schools only)	E and HC	PCS	(✓ When Done)
	Before Opening	Certificate of Occupancy – Required when moving to a new location	E and HC	PCS	
	1st Day Of School	Opening Day Student Count (RSA 194-B:11) for first payment	E	RL OSF	
	August 1 - September 30	First Term Submission Course Batch Verified	Online	l4see	
	August 1 - September 30	First Term Student Class Batch Verified	Online	l4see	
SEPTEMBER	Sept 1- Sept 30	Initial Student Roster for state assessment, Batch Verified by September 30	Online	l4see	
	September 1	DOE-25 Annual Financial Report	E	RL OSF	
	Mid-September	BOY Trials go live – files deleted September 30	Online	l4see	
	September 30	Independent Financial Audit	E and HC	PCS	
	September 30	Quarterly Budget Report	E and HC	PCS	
	September 18	NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30			
OCTOBER	October 1 - October 15	Beginning of Year (BOY) submission Batch Verified	Online	l4see	
	October 16 – May 30	Real-Time Entry and Withdrawal **for high school students ONLY**	Online	l4see	
	October 1 - October 15	Following surveys completed and certified in ESS: <ul style="list-style-type: none"> A12B – Class and Staffing Form A12D – Central Office Personnel A12F – Teacher Attainment and Average Salary 	Online	ESS	
	October 15	Fall ESOL Roster	Online	ESOL	
	End of Month	October Board Minutes	E and HC	PCS	
NOVEMBER	November 1	Student Count (RSA 194-B:11) for December payment	E	RL OSF	
	October 31 - November 8	Free and Reduced (F&R) Student Count Batch Verified	Online	l4see	
	November 30	BOY Submission District Verified *All anomalies cleared *District review reports confirmed	Online	l4see	
	End of Month	November Board Minutes	E and HC	PCS	
	November 13	NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30			
DECEMBER	December 1	BOY Submission Certified by Superintendent/Administrator	Online	l4see	
	December 15	Fire and Safety Inspection – Compliance check	E and HC	PCS	
	December 31	Quarterly Budget Report	E and HC	PCS	
JANUARY	January 1 - January 31	Winter Term Submission Course Batch Verified	Online	l4see	
	January 1 - January 31	Winter Term Student Class Batch Verified	Online	l4see	
	End of January	Mid-Year ESOL Roster	Online	ESOL	
	End of Month	January Board Minutes	E and HC	PCS	

MONTH	WHEN	SUBMIT WHAT	FORMAT	TO WHOM	2018-2019 (✓ When Done)
	January 15	NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30			
FEBRUARY	February 1 End of Month	Student Count (RSA 194-B:1.1) for March payment February Board Minutes	Online E and HC	RL OSF PCS	
MARCH	March 15 - May 30	MOY	Online	l4see	
	Early March – Mid-April	Board of Trustees – Compliance Check	Online	ESS	
	Early March – Mid-April	School Calendar for next school year - compliance check	Online	ESS	
	March 31	Quarterly Budget Report – Compliance Check	E and HC	PCS	
	End of Month	March Board Minutes	E and HC	PCS	
	March 15	Charter School Best Practices Conference, The Founders Academy, 8:00 – 4:00			
APRIL	End of Month April 1	April Board Minutes NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30	E and HC	PCS	
MAY	May 1 – mid-May May 30 End of Month May 14	Immigrant Data Collection MOY closes May Board Minutes NHDOE Charter School Meeting, NHDOE Room 15, 12:30 – 2:30	Online Online E and HC	ESS l4see PCS	
JUNE	June 1 – June 30 June 1 June 1 June 1 June 30 June 19	School Safety Data Collection EOY Enrollment goes Live EOY Academic goes Live College and Career Readiness goes live Quarterly Budget Report – Compliance Check Charter School Renewal Training for 2019-2020 School Year	Online Online Online Online E and HC	ESS l4see l4see l4see PCS	
Continuous Cycle of School Improvement					
June-August	Annual Program Evaluation	Included in the Annual Accountability Report			
June-August	Needs Assessment				
June-August	Program Plan Updates				

Best Practices Conference

Friday, March 16, 2018

Location: The Founders Academy Public Charter School, 5 Perimeter Road Manchester, NH

Session Descriptions

Updated: 2/12/18

Below are detailed descriptions of each session being offered at The Best Practices Conference - 2018:

SESSION ONE, 9:30 - 10:30:

[What's The Answer To My Question?](#)

[Addressing Challenging Student Behavior Through Verbal De-Escalation and Limit Setting](#)

[Board Training](#)

[Customized Learning \(VLACS\)](#)

[Data Driven Differentiated Instruction through Learning Profiles](#)

[STEM Education in NH](#)

[Pros and Cons of Khan](#)

[Making the Most of Google Classroom](#)

[Classroom Management Hacks](#)

[Capstone: Mentored Learning in Real-World Settings](#)

[Twitter for Educators](#)

SESSION TWO, 10:30 - 11:30:

[Getting Started with 3D Design and Printing](#)

[NH Department of Education Updates](#)

[Unspoken Lessons : Using Primary Sources to Find Deeper Meaning and Improve Literacy](#)

[Internal and External Financial Reporting- Who, What, When, Where, How?](#)

[The Challenges of Education Leadership](#)

[Gamify your classroom with Classcraft](#)

[Toshiba/NSTA ExploraVision National Competition- How to Get Your School Involved!](#)

[Edpuzzle](#)

[Taking Charge of Stress](#)

SESSION THREE, 12:30 - 1:30:

[Charter Advocacy 101 - A look at upcoming legislation](#)

[Making the Most of Google Drawing](#)

[Is your school compliant? Let's sort through regulations from the DOE, DOL, OSHA, etc.](#)

[Classroom Economy for the Elementary Classroom](#)

[Education Law](#)

[How Parent Groups can support New Hampshire Charter Schools](#)

[Incorporating Independent Reading in the Classroom](#)

[Strategies for Supporting Students with IEPs: Fostering a Big Picture Approach to Charter School/School District Partnerships](#)

[Improving Student Writing and Avoiding Suffocation Under Stacks of Essays -\(strategies for teaching and grading writing across content areas\)](#)

[ADDED - Using Authentic Data in Middle School](#)

SESSION FOUR, 1:30 - 2:30:

[Fiduciary Duties of Boards of Directors](#)

[The Dyslexia Law](#)

[Quick Fix Comprehension Strategies](#)

[NH Scholars: Preparing Students for College and Career](#)

[Using Google Sites](#)

[Writing in the Elementary Classroom using Six Traits \(K-3\)](#)

[GeoInquiries–Short, Interactive Lessons Using Maps](#)

[Work to Your Strengths \(90 minutes\)](#)

[ADDED - Funding Your School's Future](#)

OPTIONAL SESSION FIVE, 2:30 - 3:30:

[Making the Most of Google Classroom](#)

[Discussion Based Learning](#)

SESSION ONE, 9:30 - 10:30:

What's The Answer To My Question?

Presenter: Kevin Tellier, The Founders Academy

Description: Defining metacognition as applied to a teaching-learning environment. This presentation will explore techniques to ensure highly engaged students in any subject. Metacognition is a key component in achieving the broad goal of developing Skilled Learners. Active learners are self-aware students involved in predicting, evaluating, questioning, anticipating and reflecting about their work – all elements of metacognition. This presentation will help teachers develop metacognitive strategies in children.

Addressing Challenging Student Behavior Through Verbal De-Escalation and Limit Setting

Presenter: Megan Elphick, Strong Foundations

Description: This presentation will focus on understanding why students present challenging behaviors and how to support these students. Information will be shared about the function of challenging behaviors, as well as strategies to effectively address these behaviors in the classroom and in one on one settings. A brief overview of verbal de-escalation and limit setting from the CPI curriculum will also be discussed. Participants will have opportunities for group discussion and brainstorming and will leave with strategies they can implement when returning to their schools.

Board Training

Presenter: Meryl Levin, Mill Falls

Description: This presentation, led by Meryl Levin (Executive Director of Mill Falls), offers an in depth look at NH Charter School Board Governance and is useful workshop for Board Trustees and School Directors. Levin will explore the legal obligations involved in the required public meeting format, the roles and responsibilities of Charter School Trustees, Committee structures, agenda development and more. Levin was the founding Board Chair of Mill Falls and brings that experience along with her current role as the school's Executive Director to this discussion.

Customized Learning (VLACS)

Presenter: Scott Prescott, VLACS

Description: We will discuss how students may customize their learning through various pathways available to students at VLACS. These will include project based learning, experiential learning, early college options (including the option to earn an associates degree), learning through team experiences and courses. Students now have options as to how to master and demonstrate mastery of the same competency. By selecting a desired pathway students can learn in a way that best meets their needs.

Data Driven Differentiated Instruction through Learning Profiles

Presenter: Kimberly Cashin, Academy for Science and Design

Description: In this session participants will learn about the research based reasons to differentiate instruction through learning profiles. In addition, participants will create a learning profile template that they can use to create lessons, units, and assessments so that all students learn at a high level.

STEM Education in NH

Presenter: David Benedetto, N.H. Department of Education

Description: David will discuss some statewide efforts to modernize and broaden participation in STEM education. Focal points within STEM include robotics, engineering, and computer science education. Efforts include policy updates, funding programs, professional learning for educators, programs for students, and more.

Pros and Cons of Khan

Presenter: Patty Miloro, Next Charter School

Description: Khan Academy is a free, online learning platform that was established in 2008 by Salman Khan. What began as a small tutoring business for his family has grown to serve students and teachers all over the world. Khan Academy offers 29 defined math missions from preschool age to college that include access to hundreds of practice exercises and summative assessments. This presentation will provide an overview of what Khan Academy has to offer. We will share our successes using this program at our school, the pitfalls to this approach, and our vision for the future.

Making the Most of Google Classroom

Presenter: Sandra George, The Founders Academy

Description: Come and explore & get started with Google Classroom. Learn about web based tools that integrate with Google Classroom to go paperless in the classroom or to flip your classroom structure.

Classroom Management Hacks

Presenter: Robin Small, The Founders Academy

Description: You have a right to insist on a classroom environment that is conducive to learning, and comfortable for teaching. In this presentation you will learn tried and true hacks that can dramatically improve the culture of scholarship, participation, and community in your classroom.

When I first started teaching, I struggled with classroom management. Someone told me, "You are either cut out for this work, or you aren't," - but she was wrong. Classroom management is a skill you can learn, and a skill even expert teachers are constantly tweaking and improving. You'll also have a chance to discuss some of your own persistent behavior problems, and practice applying some strategies with your colleagues. This session draws on information from Doug Lemov's book, Teach Like a Champion.

Capstone: Mentored Learning in Real-World Settings

Presenter: Kim Crowley, Next Charter School

Description: Our mission at Next Charter School recognizes that in addition to a high school diploma, students must graduate from high school with knowledge, skills, and habits that promote success outside of school settings. We believe partnerships with community and business organizations are essential to prepare students for their adult lives. To that end, at Next Charter School all students are required to complete a 3-credit Capstone Program. In this presentation, we will share details on the purpose, structure, and process of this program from the perspective of staff, students, and mentors.

Twitter for Educators

Presenter: Joanna Marcotte, The Founders Academy

Description: Learn about the power of social networking as an educator. No longer do you need to be an island in your own school. You can connect with other like-minded educators around the world.

SESSION TWO, 10:30 - 11:30:

Getting Started with 3D Design and Printing

Presenter: Madge Smith, Academy for Science and Design

Description: Participants will see 3D printing in action and learn how it works. We will take a look at some free 3D design software for beginners and advanced. We will also review resources to find 3D models that you might want to have printed for you. This workshop is for anyone curious about any aspect of 3D models, design, or printing.

NH Department of Education Updates

Presenter: Heather Gage, N.H. Department of Education

Description: Staff from the DOE will provide updates related to various key areas of interest, including: staffing at the DOE; state and federal legislation; data reporting; and instructional support and student assessments.

Unspoken Lessons : Using Primary Sources to Find Deeper Meaning and Improve Literacy

Presenter: Douglass A Belley, Academy for Science and Design

Description: This session will delve into how to elevate the primary sources found primarily in social studies/language arts courses/humanities courses. We will be looking at standardized ways of breaking down these sources and examples of how we can further utilize them in the classroom. This will also relate to the concepts of media literacy, writing, and critical thought and analysis.

Internal and External Financial Reporting- Who, What, When, Where, How?

Presenter: Ashley Major, Nathan Wechsler & Company, P.A.

Description: There are many different Stakeholders in your Charter School and they all want to know where the money is coming from and where it is going and all for different reasons. How do you keep it straight?

Some of the topics to be covered include:

Who are your stakeholders?

What financial information are they looking for?

Why are they looking for this information?

What should be reported?

How should the information be distributed and reported?

What will be most meaningful to the different stakeholders?

What is required to be reported?

When should you be doing all of this?

The goal of this presentation is to give more insight on the internal and external financial reporting process through real world examples and practical outlines of information that can be provided to answer questions and provide clarity to the stakeholders. This session will be geared towards business managers, accounting staff, school directors, board members or staff members who are curious about the financial process of their Organization, basically, anyone who might be considered one of the "Stakeholders".

The Challenges of Education Leadership

Presenter: Anthony Polito, Granite State Arts Academy

Description: Regardless of what level of Educational Leadership you might ultimately seek, there are commonalities that challenge the most gifted of teachers in making the successful transition to any leadership position from the Assistant Principalship to a School Director or Superintendent.

These challenges are personal, professional, experiential, psychological and emotional. This is before one even examines the academic preparation needed in the areas of curriculum, instruction, interventions and assessment necessary to catalyze student achievement in a results-based 21st century school.

Gamify your classroom with Classcraft

Presenter: Rebecca Patterson, Academy for Science and Design

Description: Classcraft is an online program that comes in a free version and a paid version that allows you to gamify your classroom. Students are placed into teams and can choose to be either a Madge, Warrior, or Healer. They earn experience by doing positive things in class to level up. As they level up they earn powers that benefit them or their teammates. They have the ability to use powers to help teammates when they lose health points for poor behavior or missing work. This program helps to reinforce positive behavior and teaches collaboration.

Toshiba/NSTA ExploraVision National Competition- How to Get Your School Involved!

Presenter: Bridget Phillips & Christine Rohr, Academy for Science and Design

Description: This presentation will provide you with the opportunity to learn what ExploraVision is all about. (This is where students in a group of 3-4, choose a current technology, and design a model of how it could be improved in the future). It will allow us to help give you the tools necessary to bring ExploraVision into your classroom. By the end of this presentation, you should be ready to begin the steps to implementing ExploraVision into your classroom for next fall.

Edpuzzle

Presenter: Joanna Marcotte, The Founders Academy

Description: Come find out how to leverage EdPuzzle to flip your classroom and hold students accountable using the power of video in your classroom. The instructor for this course is an EdPuzzle Certified Coach.

Taking Charge of Stress

Presenter: Cindy Dickinson, Strong Foundations

Description: Taking Charge of Stress: This interactive seminar looks at the causes and risks of stress in our work and personal lives and leads participants in examining their own stresses while offering tips for eliminating, reducing, and managing stress.

SESSION THREE, 12:30 - 1:30:

Charter Advocacy 101 - A look at upcoming legislation

Presenter: Matt Southerton, N.H. Alliance for Public Charter Schools

Description: Charter Advocacy 101 - A look at upcoming legislation

Are you interested in learning what it takes to be an effective advocate for your school? Would you like to help increase access to high-quality charter schools and secure the support that your teachers and students deserve?

Each year our community faces many challenges. These challenges range from legislative or policy-related issues to neighborhood or school-specific matters. Regardless of the challenge, when our parents, teachers and students work together, they can make a tremendous difference!

This Training Includes:

History & important milestones in the charter school law

Overview of charter school related bills this session

Learn strategies for effective advocacy

Learn which relationships are most beneficial to your school

Learn what steps you can take to become part of a larger community of charter school advocates

About the Presenter

Matt Southerton is the President of the New Hampshire Alliance for Public Charter Schools. Matt has been active in charter school advocacy for over ten years. Matt is a fierce advocate for public charter schools, believing that all children deserve access to increased options in public education.

Making the Most of Google Drawing

Presenter: Joanna Marcotte, The Founders Academy

Description: This great tool in GSuite is often underutilized. Find out how to make a Google Classroom custom header, use Google Drawing for Maps & Diagrams, even learn about having students use it to create Vector images from photographs. The instructor for this course is a Google Certified Educator.

Is your school compliant? Let's sort through regulations from the DOE, DOL, OSHA, etc.

Presenter: Matora Fiorey, Surry Village

Description: The NH Department of Education, the NH Department of Labor and the Occupational Safety and Health Administration all have required trainings, policies and procedures. We will take a look at some of those requirements to make sure your school in compliance.

Classroom Economy for the Elementary Classroom

Presenter: Antonia Carideo & Amanda Walchak, MicroSociety Academy

Description: Establishing a classroom economy is a great way to integrate real world mathematics concepts into the elementary classroom. After a brief introduction to the classroom economy, attendees will divide into two groups - primary teachers, and upper elementary teachers - to get into more detail about appropriate grade level implementation. Attendees will walk away with a plan to get started, as

well as resources to use. Come learn how to bring a classroom economy to life in your elementary classroom! This workshop is recommended for classroom teachers in grades K - 5.

Education Law

Presenter: Ovide Lamontagne, Esq.

Description: An overview of New Hampshire education law, beginning with an examination of Part II, Article 83 of the New Hampshire Constitution including the Blaine amendment; a review of the key holdings by the New Hampshire Supreme Court in the Claremont decisions on education funding; and a survey of New Hampshire statutes with a focus on the Charter School legislation.

How Parent Groups can support New Hampshire Charter Schools

Presenter: Amy Bewley, Academy for Science and Design

Description: The evidence from research is clear and consistent. Families have a significant influence on their children's achievement. Families are more likely to get involved when they: Understand they should be involved, Feel capable of contributing and feel invited by the school and their children! Wondering how to get your school's parent group more involved, in a way that helps the school and also the parents feel involved and appreciated for their efforts? This presentation will go over ideas and strategies to maximize the relationship between the school and the PTA or other parent group at your school.

Incorporating Independent Reading in the Classroom

Presenter: Breanna Goodrich-Bundy, The Founders Academy

Description: This presentation will cover how to help students choose books they might like to read, charts to help the teachers keep track of the reading, charts to help the students keep track of their reading, creating a reading rate for each student, incentives, reading in class, and how to hold the students accountable. There will be examples of book talks, posters, playlists, and several others assignments that the students need to complete for each book. There will also be access to student feedback.

Strategies for Supporting Students with IEPs: Fostering a Big Picture Approach to Charter School/School District Partnerships

Presenter: Barbara A. Bryce, Psy.D., Surry Village

Description: A roundtable discussion addressing the navigation of sending district-charter school relationships and collaboration for supporting special needs students from application to graduation/transition. Presentation of the evolving process for the Surry Village Charter School with Cheshire County school districts in striving for smooth collaboration and efficient use of time and

resources. Opportunity for participants to share about their school experiences of strategies for helpful collaboration, addressing disagreements, and areas for improvement.

Improving Student Writing and Avoiding Suffocation Under Stacks of Essays -(strategies for teaching and grading writing across content areas)

Presenter: Robin Small, The Founders Academy

Description: In this session we will examine the challenges inherent in grading student writing. We'll consider strategies you can use before you assign the work, while students are working on a piece, and after the final copy is turned in to help make grading a little less subjective and a little more efficient.

Don't die under that stack of essays, and don't avoid assigning writing because of that one time you carried around 120 essays in your bag for three weeks (was it four?). There is an easier way!

ADDED - Using Authentic Data in Middle School

Presenter: Susan Mack

Description: This session will include where to find resources for authentic data. Ideas for incorporating that data into the middle school classroom will also be included.

SESSION FOUR, 1:30 - 2:30:

Fiduciary Duties of Boards of Directors

Presenter: Tom Donovan, Esq., Director of Charitable Trusts, N.H. Attorney General's Office

Description: Charter schools pay close attention to the education laws that chart their course. But charter schools are governed by a board of directors. Those directors have responsibilities in their governance of a charter school. The Charitable Trusts Unit of the Attorney General's Office, which provides oversight for New Hampshire's nonprofits, will lead a discussion of the fiduciary duties that bind charter school directors.

The Dyslexia Law

Presenter: Beth McClure, Strong Foundations

Description: It has been more than a year since RSA 200:58-62, the Dyslexia Screening and Intervention law, was passed in order to help educators identify and develop the reading skills of students at risk for dyslexia. Public schools with students in kindergarten and first-grade now need to screen for students at risk for dyslexia and provide age-appropriate, evidence-based intervention for students. Learn about the process Strong Foundations has used in response to the law's requirements, and find out about the resources available to you right on the NHDOE website!

Quick Fix Comprehension Strategies

Presenter: Robin Small, The Founders Academy

Description: Sometimes the text is particularly challenging, or a few students struggle with understanding what they read on a regular basis. It can feel impossible to help a student succeed if they are struggling with comprehension. We CAN teach kids the skills they need to understand difficult text in any subject area.

In this session we'll explore some comprehension strategies from Kyleene Beers, author of When Kids Can't Read: What Teachers Can Do as well as ideas from Strategies that Work by Anne Goudvis and Stephanie Harvey, In the Middle by Nancy Atwell, and Read Write Teach by Linda Reif.

You'll practice recognizing issues in student comprehension and applying strategies to readings in your content area.

NH Scholars: Preparing Students for College and Career

Presenter: Scott Power, NH Scholars Initiative

Description: The NH Scholars Initiative builds the capacity of schools to enhance personalized learning, individualized progress and encourages students to take more rigorous coursework. This happens through various strategies, most specifically by strengthening school/community partnerships. All students will graduate better prepared for college & career by exceeding graduation requirements and understanding the growing importance to attain high level skills. The NH Scholars Initiative continues to build momentum in the state. What started as six pilot school districts has grown to eighty-four (84) including several charter schools. In this session, learn how you can bring NH Scholars to your school or simply adopt some strategies from the program to benefit your students.

Using Google Sites

Presenter: Joanna Marcotte, The Founders Academy

Description: Learn how to use Google Sites to create a classroom website in order to showcase the great things happening in your classroom. The instructor for this course is a Google Certified Educator.

Writing in the Elementary Classroom using Six Traits (K-3)

Presenter: Shannon Helie/Laura Wrubleski, Mill Falls

Description: A bit about 6-Traits: The Traits model is a process and philosophy that builds upon writing process and writer's workshop and provides three key ingredients to students and teachers: a common language; clear, consistent and objective expectations for what quality writing looks like; a gateway into

revision. Shannon and many of our teachers have been trained in this program and have utilized in their mixed-age classrooms for many years.

GeoInquiries--Short, Interactive Lessons Using Maps

Presenter: Anne Guerriero, Surry Village

Description: This session is an introduction to GeoInquiries--short, prepared lessons that teach content from a variety of disciplines using ArcGIS. These lessons require very little teacher preparation and minimal knowledge of ArcGIS, but are very powerful tools for visualizing information. They are free and easily accessible and require no special expertise. They are available at many levels and in many content areas.

Work to Your Strengths (90 minutes)

Presenter: Cindy Dickinson, Strong Foundations

Description: Work to Your Strengths: Personality Type and Conflict in the Workplace (90 minutes): This highly interactive seminar helps participants identify and embrace their own dominant and secondary personality types (based on Air, Earth, Water, and Fire model) as well as the personality type of others in the workplace. Participants will learn and practice conflict management/resolution techniques appropriate for each type.

ADDED - Funding Your School's Future

Presenter: Jim Kisch, Passumpsic Savings Bank

Description: As your school evolves to meet the growing student needs and curriculum demands, so does your operating costs for additional staff, facilities, innovation, etc. As you know costs require funding, and funding is never a one-size-fits-all approach. I will share a range of funding mechanisms that can be blended to develop a prescription to fund your school's short and long range goals. The presentation covers a range of modern funding vehicles, executive and Board level funding strategies, and case study examples. The takeaway is a baseline understanding of modern independent school funding strategy and best practices.

OPTIONAL SESSION FIVE, 2:30 - 3:30:

Making the Most of Google Classroom

Presenter: Joanna Marcotte, The Founders Academy

Description:

Discussion Based Learning

Presenter: Robin Small, The Founders Academy

Description: Today's discussion based lesson doesn't have much in common with the discussions you remember from high school- rows of students trying to guess at what the teacher wants to hear, and waiting for approval or disapproval from their instructor. Innovations in discussion methods pioneered at schools like Phillips Exeter have changed the way teachers conduct classroom discussion- for the better.

Modern discussion based learning requires students to grapple with text and content independently through conversation. In the Harkness Method developed at Phillips Exeter, teachers strive to create a culture of collaboration and encouragement, and give students ownership of their own learning. Every lesson becomes inquiry based, and teachers avoid imposing their interpretations on students. The heavy lifting of the intellectual work belongs to the students, and habits of questioning, collaborating, and critical thinking become automatic.

In this session we'll learn about modern discussion based learning techniques and practice them in real discussions. I'll share some tricks to introduce these methods to your students and techniques to grade discussions and help students improve the quality of their participation.

Best Practices Conference

Friday, March 15, 2019

Location: The Founders Academy Public Charter School, 5 Perimeter Road Manchester, NH

Session Descriptions

Updated: 1/29/19

Below are detailed descriptions of each session being offered at The Best Practices Conference 2019, as well as the demographic the material is geared towards.



SESSION ONE, 9:30 - 10:30:

[The SPARK that Ignites Corporate Partnerships \(admin/marketing/community relations people\)](#)

[Raising the Bar on Teacher's Expectations on Student's Performance. Enablement and its Effects on the Quality of our Student's Education: A Round Table Discussion \(middle and high school teachers\)](#)

[Engaging Students Digitally Through Google Slides \(teachers, any level\)](#)

[Interactive Science Notebooks](#)

[Shared Strategies for Managing Increasingly Complex Leadership Roles - a Facilitated Discussion for Charter School Leaders \(charter school leaders, K-12\)](#)

["I think I'm dying" Reframing Adolescent Emotional Disturbances to Promote Positive Learning Environments](#)

[The School Emergency Readiness Program \(school leadership and administrators\)](#)

SESSION TWO, 10:35 - 11:35:

[Student Conferences: Harnessing the Power of Conversation to Improve Learning \(middle/high school teachers\)](#)

[Customized Learning](#)

[Effectively Market Your School using Social Media \(administrators and applicable teachers\)](#)

[3D Printing Workshop \(middle and high school teachers\)](#)

[Safety Committees \(JLC\) \(administrators\)](#)

[What's The Answer to My Question? \(teachers K-12\)](#)

[Strategies for Supporting Students with IEP's: Group Case Presentations and Problem Solving \(administrators and special educators, with teachers secondly, of all grade levels\)](#)

[Differentiate Your Math Instruction - No Grading Required \(teachers grades 3-12\)](#)

[SESSION THREE, 12:40 - 1:40:](#)

[Answering Your Technology Related Questions \(all\)](#)

[Board Training \(those who serve on a NH charter school Board of Trustees\)](#)

[Children, Disability, Advocacy, and Access to Justice](#)

[Social Media, Mental Health and the Power of Purpose: The Missing Link in an Over-Connected, Over-Informed, and Overly Self-Absorbed Society \(all\)](#)

[How to Create and Run a Successful Socratic Seminar \(teachers, all levels\)](#)

[Reframing Student Behavior](#)

[Donors Choose Workshop \(teachers K-12\)](#)

[Transportation Risk \(administrators\)](#)

[Gamify your classroom with Classcraft \(teachers K-12\)](#)

[SESSION FOUR, 1:45 - 2:45:](#)

[Charter School Governance 101 \(Board members and administrators\)](#)

[Transport Your Class Across the World Through International Peer Dialogue Using a Web 2.0 Tool \(high school teachers\)](#)

[Directed Study \(middle/high school administration\)](#)

[STEAM Learning in the Elementary Classroom \(elementary teachers\)](#)

[Arts Integration Overview](#)

[Safe & Healthy Schools \(all\)](#)

[Chaos and Calmness \(teachers grades K-4\)](#)

[Using Comprehensible Input for Communicative Language Instruction \(teachers, K-12\)](#)



Charter School Application Evaluation Rubric

2019 – 2020

Evaluation Ratings						
Level of Achievement	Description					
Exceeding	Clear, thorough, innovative, sophisticated. Exceeds expectations and requirement(s).					
Meeting	Clear and complete description. Meets expectations. Accomplishes requirement(s).					
Approaching	Details are insufficient. Clarification and documentation needed. Approaching expectations and requirement(s).					
Not Meeting	Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or coherent. Significantly lacking in depth. Does not meet requirement(s).					

Application Evaluation Rubric						
Application Requirements	Application Page #	Measurements ✓				Comments/Justification for Measurement
		Exceeding	Meeting	Approaching	Does not Meet	
Section 1: Introduction						
a. Education Mission						
b. Measurable Goals and Objectives						
c. General description and proposed or potential location						
d. Students to be served: grade/age levels, maximum number						
e. Educational Need						
Section 2: Governance						
a. Governing Board: qualifications, skill set, experience						
b. Method by which trustees and their terms are determined						
c. Board of Trustees By-Laws						
d. Organizational Structure (Include Organizational Chart)						
e. Organizational Plan (current and growth plan)						
f. Growth Plan						
g. Fundraising Plan						
h. Grievance/complaints						
Section 3: School Operations Plans						
a. Legal Review						
b. Admissions Plan <ul style="list-style-type: none"> Registration policies and procedures including enrollment timeline and lottery 						

<ul style="list-style-type: none"> • <i>Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law</i> • <i>Preferential status plan</i> 						
c. <i>Staffing Overview, administrator, teacher, paraprofessional qualifications</i>						
d. <i>Employee job description/responsibilities</i>						
e. <i>Employee and volunteer background investigations</i>						
f. <i>Teacher/student ratio</i>						
g. <i>Personnel benefits compensation plan, including leave time</i>						
h. <i>School calendar arrangement and the number and duration of days pupils are to be served</i>						
i. <i>Administration Performance Evaluation</i>						
j. <i>Teacher Performance Evaluation</i>						
k. <i>Professional Development</i>						
l. <i>Philosophy of Student Governance and Discipline</i>						
m. <i>Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion</i>						
n. <i>Student Transportation, both inside and outside of district</i>						
o. <i>Student, Staff Handbooks</i>						
Section 4: Meeting Student Needs						
a. <i>Special Education: Method of coordinating with a pupil's LEA responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils</i>						
b. <i>Educationally disadvantaged/at risk includes: economically disadvantaged students, students with disabilities, migrant and refugee populations, English language learners (ELL), neglected or delinquent students or homeless students</i>						
c. <i>Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps</i>						
d. <i>Federal Title programs (I,II,III,IV)</i>						
Section 5: Education Plan						
a. <i>Curriculum and Instruction, clearly defined evidence of effectiveness</i>						
b. <i>Current research for selecting curriculum</i>						
c. <i>Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment</i>						
d. <i>Performance Standards</i>						
e. <i>Measurable Academic Learning Goals and Objectives</i>						

f. Graduation Requirements for High School Programs						
g. Assessments: used to measure academic and other goal achievement including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics						
h. Academic Achievement Data Management						
i. Supplemental Programming						
Section 6: School Culture						
a. School Environment: culturally inclusive						
b. Establishment and maintenance of school Culture						
Section 7: Stakeholder Engagement						
a. Family Involvement Plan						
b. Community Involvement Plan including Partnerships						
c. LEA Partnerships						
Section 8: Financial Management						
a. Method of Administering Fiscal Accounts and Reporting: including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant						
b. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)						
c. Budget Narrative						
Section 9: Facilities						
a. Description of school requirements						
b. Classroom, Offices, Athletics, Outdoor Needs Plan						
c. Plans for facilities lease or purchase						
Section 10: School Safety Management Plan						
a. Emergency operations plan						
b. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service 						
Section 11: Communication Plan						
a. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.						
b. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community						
c. A plan for timely and regular communication						

<i>with families and school stakeholders about ongoing school business, events, student performance</i>						
Section 12: Assurances, Provisions, Policies						
<i>a. A global hold-harmless clause</i>						
<i>b. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable</i>						
<i>c. Statement of assurances related to nondiscrimination according to relevant state and federal laws</i>						
<i>d. Provision for providing continuing evidence of adequate insurance coverage</i>						
<i>e. Identity of consultants to be used for various services</i>						
<i>f. A policy that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option</i>						
<i>g. Statements that the school will develop, prior to opening, policies regarding the following:</i> <ul style="list-style-type: none"> <i>• Records retention;</i> <i>• Promoting school safety including:</i> <i>• Reporting of suspected abuse or neglect;</i> <i>• Sexual harassment,</i> <i>• Pupil safety and violence prevention;</i> <i>• Limiting the use of child restraint practices; and</i> <i>• Developmentally appropriate daily physical activity</i> 						
<i>h. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation</i>						
Section 13: Application Document Requirements						
<i>a. Application Cover Sheet</i>						
<i>b. Table of contents, page numbers on each page, one-inch margins and at least 11-point font</i>						
<i>c. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget or both</i>						
Section 14: Letters of Support						
<i>a. From business and community leaders, elected officials, local school districts, parents</i>						



Chartered Public School Renewal

Charter School Renewal Rubric

Charter School Renewal Rubric			
Name of Charter School:			
Date:			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments			
Standards for Evaluation			
Level of Achievement	Description		
Exceeding	All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.		
Meeting	All sections are included and complete; meeting all performance targets; meeting all expectations.		
Approaching	Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.		
Not Meeting	Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.		

I. Charter School Renewal Application

Part 2: School Details

✓ Upon Review

Level: E, M, A, N	Criteria	Comments
	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
	B1. Enrollment and projected growth of student body for the next 3 years	
	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	
	B3. Technology Programs	
	B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	
	B5. Current stakeholder involvement and future plans for increasing stakeholder	

	Involvement	
	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	
	B7. New Hampshire Charter School Accountability Plan	
	B8. Budget: Attach Proposed budget for the following year a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	
	B9. Efforts to disseminate successful/best practices	

Part 3: Affirmative Evidence ✓ Upon Review		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	

NHDOE CPS RENEWAL

	2. Is the charter school responsibly using public funds?	.
	3. Is the charter school promoting student attainment of expected knowledge and skills?	.
	4. Is the school sustainable?	.
	5. Current Status of the Board of Trustees Ed 318.16(a)	.
	6. Student Data and Analysis	.

Part 4: Policy/ Procedure Development		
✓ Upon Review		
✓	Policies	Comments
	Records Retention pursuant to RSA 189:29-a	
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
	Pupil Safety and Violence Protection, pursuant to RSA 193-F	

NHDOE CPS RENEWAL

	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit

Part 1: Documentation, Updated Forms Review

✓ Upon Review

Documentation

✓	Criteria	Comments
	Revised Charter Application (approved by the SBE)	
	Renewal Application	
	Master Class Schedule	
	List of Board of Trustees	
	School Organizational Chart	

NHDOE CPS RENEWAL

	Academic Year Calendars (4 - 5)	
	Sample Report Card	
	List of Staff Members and Qualifications	
	Annual Charter Accountability Documents, (4 - 5 years)	
	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
	Yearly Independent Financial Audits	
	Board of Trustees Meeting Minutes	
	Quarterly Financial reports (4 – 5 years)	
	Charter School By-laws	
	School Policies	
	List of Curriculum, Assessments Tools and current Instructional Practices	
	Parent/Student Handbook	
	Staff Handbook	
	Outstanding Charter Accountability documents	

NHDOE CPS RENEWAL

	Student portfolios and/or student work samples	
<u>Updated Forms</u>		
	Certificate for Occupancy	
	Fire Inspection Certificate	
	Building Safety Inspection	
	Health Inspection	
	Insurance Certificate	
	Financial Audit	

Part 2: Focus Group Interviews		
a) <u>Families, Parents, Guardians</u>		
Number present:		
Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	

NHDOE CPS RENEWAL

	2. Is the charter school responsibly using public funds?	
	3. Is the charter school promoting student attainment of expected knowledge and skills?	
	4. Is the school sustainable?	

b) School Leadership: Directors, Principals
Number Present:

Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
	2. Is the charter school responsibly using public funds?	.
	3. Is the charter school promoting student attainment of expected knowledge and skills?	.
	4. Is the school sustainable?	.
	5. Current Status of the Board of Trustees	.
	6. Student Data	.

c. Board of Trustees

Number Present:

Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
	2. Is the charter school responsibly using public funds?	
	3. Is the charter school promoting student attainment of expected knowledge and skills?	
	4. Is the school sustainable?	
	5. Current Status of the Board of Trustees	

d. Students

Number Present:

Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	

NHDOE CPS RENEWAL

	2. Is the charter school promoting student attainment of expected knowledge and skills?	
	3. Is the school sustainable?	

e. Instructional Staff		
Number Present:		
Level: E, M, A, N	Criteria	Comments
	1. Is the school making progress toward achieving its mission?	
	2. Is the charter school responsibly using public funds?	
	3. Is the charter school promoting student attainment of expected knowledge and skills?	
	4. Is the school sustainable?	
	5. Student Data	

Commendations	
Recommendations	

NHDOE CPS RENEWAL

Name of Reviewer	
Contact Details	

SUPPLEMENTAL JOB DESCRIPTION**Classification:** Administrator I**Function Code:** 0070-056**Position Title:** Administrator for Federal Charter School Grant**Date Established:** 10/1/2019**Position Number:** TDB**Date of Last Amendment:**

SCOPE OF WORK: To administer the New Hampshire Department of Education's Federal Charter School Grant and provide assistance to Charter School stakeholders opportunities by planning short and long term organizational goals, reviewing recommendations and developing or revising school choice policies.

ACCOUNTABILITIES:

- Prepares and provides ongoing technical assistance and professional development to schools, parents and the community in implementing laws and regulations related to charter schools, evaluates state and federal regulations to ensure ongoing adherence to standards and needs of startup charter schools.
- Analyzes policies and provides leadership for innovative charter school startup programs through sharing of best practices and encouraging new approaches to instruction and organizational management .
- Directs and evaluates the development of long-range plans, goals and objectives related to charter school options in New Hampshire.
- Evaluates, and interprets program policies, procedures, and guidelines for new public charter schools in New Hampshire.
- Works with existing groups, such as professional associations, advisory groups and charter school organizations, to identify charter school startups.
- Communicates with professionals and policymakers in the state concerning state policies, legislation, and current programs relative to charter school startups
- Collaborates with other administrators in the Department to effectively monitor and coordinate activities associated with federal accountability relative to expectations for new charter schools.
- Oversees CPS program specialist in oversight of federal charter school grant including all management functions of the federal CPS grant flowthrough including, reviews, evaluates and monitors progress grant subrecipients and contractors toward fulfillment of requirements of federal charter school grants.

MINIMUM QUALIFICATIONS:

Education: Master's degree from a recognized college or university with major study in Business, Education, or Educational Administration.

Experience: Six years' experience in education, project management, or program management, with a minimum of four years teaching experience and four years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, program planning and evaluation, business management or related management experience.

OR

Education: Bachelor's degree from a recognized college or university with major study in Business, education, or Educational Administration.

Experience: Seven years' experience in education, project management or program management, with a minimum of four years teaching experience and four years of which must have been in a management level position involving administrative or supervisory duties concerned with program administration, program planning and evaluation, business management or related management experience.

DISCLAIMER STATEMENT: The supplemental job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

SIGNATURES:

The above is an accurate reflection of the duties of my position.

Employee's Signature

Date Reviewed

The above description accurately measures this employee's job duties.

Supervisor's Name, Position # and Title: _____ #9U298, Division Director

Supervisor's Signature

Date Reviewed

Dept. Approval Name, position# and Title: _____ 13105, Human Resources Administrator

Department Approval

Date Approved



10/10/17

Division of Personnel

Date Approved

SUPPLEMENTAL JOB DESCRIPTION

Classification: Program Specialist IV

Function Code: 7125-056

Position Title: Charter School Specialist

Date Established: 10-1-19

Position Number: TDB

Date of Last Amendment:

SCOPE OF WORK: Provides support and technical assistance relative to the Federal Charter School Startup Grant.

ACCOUNTABILITIES:

- Oversees all management functions of the federal CPS grant flow through including, reviews, evaluates and monitors progress grant subrecipients and contractors toward fulfillment of requirements of federal charter school grants.
- Provides support to CSP grant administrator
- Assists with technical assistance activities as needed
- Compiles and analyzes data from monthly project reports for cumulative report preparation on grant activities, including annual federal grant performance reports.
- Manages the collection of data from NH approved charter schools, including facilitating training as needed to comply with federal grant requirements

Minimum Qualifications:

Education: Bachelor's degree from a recognized college or university. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Four years' professional experience. Each additional year of approved work experience may be substituted for one year of required formal education.

License/Certification: Possession of a valid New Hampshire drivers' license and/or have access to transportation for statewide travel.

Special Requirements: For appointment consideration, Program Specialist IV applicants must successfully participate in a structured interview measuring possession of knowledge, skills and abilities identified as necessary for satisfactory job performance by this class specification. The structured interview is development and administered, according to Division of Personnel guidelines, by representatives by the Department of Education.

Preferred Qualifications: Master's degree from a recognized college or university with three years' professional experience, with responsibility for program implementation, institutional research, analysis, and reporting. The individual should be able to independently manage a project, including meeting timelines and accountability metrics.

DISCLAIMER STATEMENT: The supplemental job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. An employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.



NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Charter School Program

Charter Renewal Guide School Year 2018-2019

Contact Information:

Jane Waterhouse
Charter School Administrator
New Hampshire Department of Education
101 Pleasant Street, Concord NH 03301



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INTRODUCTION

The renewal of a charter takes place every five (5) years. The renewal process involves a comprehensive on-site evaluation conducted by a team of qualified educators and a representative from the Charter School Office (CSO).

New Hampshire state law (Chartered Public Schools RSA 194-B) outlines the renewal requirements:

- RSA 194-B:3 (X):

"X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years."

- RSA 194-B:16 defines the conditions for revoking or not renewing a charter:

- I. Written petition to the state board to revoke a school's charter may be requested by the parent of any pupil currently attending that chartered public school, or by the school board of a host or receiving school district.
- II. After reasonable notice has been provided to all affected parties, the state board may revoke a school's charter prior to the expiration of its term under the following circumstances:
 - (a) The school commits a material violation of any of the conditions, standards, or procedures set forth in its charter application and contract.
 - (b) The school fails to meet generally accepted standards for fiscal management.
 - (c) The school significantly violates the law.
 - (d) The school makes a material misrepresentation in its application or contract application.
 - (e) The school becomes insolvent or financially unstable.
- III. Before revoking a school's charter, the state board shall consult with the school board and the board of trustees on the development and implementation of a remedial plan.
- IV. The state board may place a chartered public school on probationary status for up to one year to allow the implementation of a remedial plan, after which, if the plan is unsuccessful, the charter shall be revoked.
- V. Nothing contained in this section shall prevent the state board from immediately revoking a school's charter in circumstances posing extraordinary risk of harm to pupils.
- VI. By the end of its final contract year, the chartered public school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter.
- VII. If a school's charter expires or is revoked, the school shall be dissolved under the provisions of its charter application and contract. If the contract provisions are silent or ambiguous as to disposition of any asset of the school, such asset shall revert to the school district in which the chartered public school is located at no cost to that district, subject to the school district's acceptance of the asset. Under no circumstances shall the school district be liable for any obligations of the dissolved chartered public school.
- VIII. If a school's charter expires or is revoked, the parent of a pupil attending that school may apply to any other chartered public school eligible to receive tuition under the provisions of this chapter adopted by the school district. The pupil's sending district shall not be relieved of its obligation to educate that pupil in accordance with the district's policies.

OVERVIEW

The renewal of a chartered public school (CPS) takes place every five (5) years. The five-year renewal term begins on the date that the New Hampshire State Board of Education (BOE) authorizes the charter school to operate for a five-year term.

By the end of the fourth year of operation, the school notifies the New Hampshire Department of Education (the Department) of its intent to seek renewal. A charter renewal application is submitted by school leadership, to the Department.

For the first renewal, the “renewal application” is considered the school’s fourth year annual report. Subsequent renewals are based on the annual report of the year prior to charter expiration (or, most current annual report at the time of renewal). See New Hampshire Administrative Rules for Education, Chartered Public Schools PART Ed 318 – specifically Ed 318.12 Charter Renewal. Also refer to Ed 318.13 Review of Renewal Application and Ed 318.14 Revocation and Withdrawal.

Before the end of the school’s five-year term, the Department, the Charter school Office (CSO) and/or designee will conduct a comprehensive on-site review, to determine if the school has adequately fulfilled the promises outlined in its charter. The on-site review consists of classroom observations or student performances/presentations along with focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees.

The school’s performance described in the renewal application, prior annual progress reports, yearly assessment results and charter accountability documents collected by the Department provides, along with the comprehensive on-site review, the evidence needed to monitor progress toward the charter school’s academic performance, financial and organizational goals and sustainability.

Overall findings of the school’s performance and a recommendation for renewal will be presented to the State Board of Education. The State Board of Education will make the final determination to renew the charter school for a five-year term.

RENEWAL APPLICATION PROCESS


RSA 194-B:16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter.

Assessment of the charter school’s attainment of performance targets sufficient to merit renewal of its charter will include the school’s cumulative performance across the five years of its initial term.

The process of renewal has multiple components and involves notification of the intent to seek re-authorization, an application, documentation, an onsite visit and interviews.

Renewal Timeline of Events

Time Frame	Components	Description
By the End of the 4 th year	Intent to Renew Ed 318.12(a)	School submits <i>Intent to Renew</i> form (Appendix A) at the end of the fourth year of the charter authorization.
June of Each Year	Renewal Training	NHDOE Charter School Renewal training for all schools approaching their renewal term for the 2019-2020 school year.
No later than 1 year before the original charter is set to expire	Schedule Dates	Depending on the expiration date of the schools charter, the Charter School Office (CSO) will schedule a date for renewal application submission and on-site visit, no later than 1 year before the original charter is set to expire. Ed 318.12(a)
Prior to Submission of Renewal Application	Invitation for Written Comment Ed 318.12(c)(4)	<ul style="list-style-type: none"> Interested parties, including parents and the superintendent in the district in which a charter school is located or the region from which the school draws students, must be invited by the charter school to submit written comments to the Department of Education regarding the renewal of a school's charter. The Department may share comments with the charter school.
At least 2 weeks before the On-Site Visit Date	Application for Renewal of Charter Ed 318.12	<ul style="list-style-type: none"> School submits application for renewal of charter to the Department by established deadline. (Appendix B) The application must follow the guidelines set forth in this document. Submit one original application via postal service, and an electronic version to the each of the following email addresses: New Hampshire Department of Education Attention: Commissioner Frank Edelblut 101 Pleasant Street Concord, NH 03301-3494 
Upon Submission, Prior to On-Site Visit	Application Review Ed 318.10 ED 318.13	<ul style="list-style-type: none"> The Department and the review committee reviews the school's Application for Renewal using a rubric.
According to Scheduled Date	On-Site Visit ED 318.13	<ul style="list-style-type: none"> The goal of the renewal on-site visit (Ed 318.13 (a)(1)) is to corroborate and augment the written application through interviews, observation, and a review of materials. The review committee will use established protocol that will be shared with the charter school. A 1-day on-site evaluation of the applicant school will be

		<p>arranged with the charter school. The review committee will visit classrooms and interview teachers, students, families, board members and administrators.</p> <ul style="list-style-type: none"> • The review committee will include at least one person from each of the following: <ul style="list-style-type: none"> ➤ a Department employee ➤ a charter school representative ➤ an educator from the public • The charter school will be responsible for scheduling interested stakeholders for interviews/meetings with the review committee.
On or Before On-Site Visit	Materials Review Ed 318.12 (c)(3)	<ul style="list-style-type: none"> • Yearly accountability materials • Materials identified in on-site visit section, pages 12-13
Within 60 days of renewal application submission	Department's Recommendation Ed 318.13(a)(2)	<ul style="list-style-type: none"> • Based on a review of the charter school's application for renewal, an on-site visit and a school review, the Department will make a recommendation to the NH State Board of Education regarding the renewal of the school's charter.
Next Scheduled BOE Meeting	Board of Education Authorization Ed 318.10	<ul style="list-style-type: none"> • The NH State Board of Education considers the recommendation and votes to renew, renew with conditions, or revoke the charter. Ed 318.10(b)

Charter Renewal Application Components

COMPONENTS	DESCRIPTION Ed 318.12
School and Contact Information Form	Complete the Contact Information form (Appendix B)
Cover Letter	<p>A concise abstract of the school's charter containing the following:</p> <ul style="list-style-type: none"> • restating mission and goals, • progress the school has made towards its academic, programmatic and organizational goals
Mission Statement	Required - Highlight any changes
Executive Summary	Optional. Required only if there are changes to the charter.
Enrollment and Projections	<ul style="list-style-type: none"> • Enrollment numbers and anticipated growth of student body for the next 3 years
Reports	<ul style="list-style-type: none"> • School features, curriculum, technology programs, academic attainment, successes and challenges • A statement describing any changes in curriculum or instruction as a result of anticipated growth • Assessment of the charter school's attainment of performance targets: cumulative performance across the five years

Stakeholders	Stakeholder involvement and future plans
Fundraising	Fundraising efforts and results; future fund raising goals and plans for addressing sustainability
Needs Assessment	Optional but highly recommended - (Appendix D)
Budget	Proposed budget for the following school year (Appendix C): <ul style="list-style-type: none"> • Is the school using public funds appropriately? • A detailed description of the specific school board's reasoning for allocating funds.
Best Practices	Efforts to disseminate best practices and coordination efforts with local or other school districts
Affirmative Evidence	Template to be completed is included in this guide. (Appendix B, Part 3)
Accountability Plan	Must be based on the New Hampshire Charter School Accountability Plan. No page requirements and not included in the application length requirements. Include analysis of assessment results and explanation of increases and decreases in proficiency levels.
Appendices and Attachments	<input type="checkbox"/> Proposed Budget <input type="checkbox"/> Annual Accountability Requirements <input type="checkbox"/> Appendices from Part 2: Affirmative Evidence <input type="checkbox"/> Up-to-date Certificate for Occupancy <input type="checkbox"/> Up-to-date Fire and Life Safety Inspection Certificate <input type="checkbox"/> Up-to-date Health Inspection <input type="checkbox"/> Up-to-date Insurance Certificate(s) <input type="checkbox"/> Up-to-date Audited Financial Statements for previous 2 years
Documentation, Materials Review	Please see the complete list of materials for review on Page 8, and

Charter Renewal Application Format

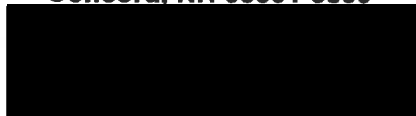
FORMAT	DESCRIPTION Ed 318.12(d)
Application Length	25 page maximum for Application
Cover Letter	One page maximum.
Executive Summary	Optional - 2 page maximum
Margins	Standard
Pagination	Clearly paginated, Unless the Template is used
Font	Times New Roman, 11 point minimum, 12 point maximum
Attachments Referencing	Not to exceed 25 pages. Explicitly referred to in the text of the application and directly relevant to that part of the text.
Attachment Presentation	Tables, graphs, and other data in the application must be clearly presented, explained, and directly relevant to the text.
Before Submitting	Date and sign the renewal application.

Appendix A

INTENT TO RENEW CHARTER	
The charter school must submit an <i>Intent to Renew Charter form</i> to the Department of Education by the end of the fourth year of the school's authorization.	
Charter School Name	
School Address	
City, State, Zip Code	
Phone/Fax	
Email Address	
Head of School/School Director Signature	
Date	
Board Chair Signature	
Date	

Send completed form to:

Jane Waterhouse
NH Department of Education Charter School Office
101 Pleasant Street
Concord, NH 03301-3860



Appendix B

Application for Charter School Renewal - Template

Part 1: CONTACT INFORMATION <i>To be included with Application Package</i>		
SCHOOL NAME		
SCHOOL ID#		
DATE		
MONITORING LEVEL	<input type="checkbox"/> CHARTER RENEWAL	<input type="checkbox"/> FEDERAL COMPLIANCE
GRADE LEVELS SERVED		
NUMBER TEACHING STAFF CERTIFIED		FTE:
NUMBER TEACHING STAFF NON- CERTIFIED		FTE:
NUMBER PARAPROFESSIONALS		FTE
SENDING DISTRICTS (LIST ALL)		
HEAD OF SCHOOL		
BOARD CHAIR		

Part 2: SCHOOL DETAILS ED 318.12

A. Cover Letter (Attach to submission as the first page)

- 1) Mission Statement: *Highlight any changes*
- 2) Goals
- 3) Progress the school has made towards its academic, programmatic and organizational goals.

B. Reports: School Features Please respond to each of the following:

- 1) Enrollment and projected growth of student body for the next 3 years:
- 2) Curriculum and Instruction *Any changes or growth as a result of enrollment:*
- 3) Technology Programs:
- 4) Academic Attainment:
- 5) Successes (*What has worked*):
- 6) Challenges/Areas for Improvement (*What has not worked*):
- 7) Stakeholders *Family/parent/stakeholder involvement and future needs, plans for increased involvement:*
- 8) Fundraising *Fundraising efforts, results, future fundraising goals and plans to address sustainability:*
- 9) School Accountability Plan; Sustainability Measures:
- 10) Budget: *Attach Proposed budget for the following year*
 - a) Budget Narrative *How the school will use public funds:*
 - b) A detailed description of the specific school board's reasoning for allocating funds:
- 11) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

Part 3: AFFIRMATIVE EVIDENCE

Please respond by providing evidence to each of the following questions, 1 - 6.
Please insert narratives, data, charts, diagrams or any other evidence directly to the specific section. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1
Affirmative Evidence
Question 1a

1. Is the school making progress toward achieving its mission?

a. What progress has the school made toward its academic goals?

Response:

b. What progress has the school made toward its programmatic goals?

Response:

c. What progress has the school made toward its organizational goals?

Response:

2. Is the charter school responsibly using public funds?

a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?

Response:

b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response:

c. Has the school provided an annual external audit with no material defects?

Response:

d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

Response:

e. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response:

f. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Response:

g. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process?

Response:
h. Please describe the transportation services currently available. Response:
3. Is the charter school promoting student attainment of expected knowledge and skills?
a. Are students meeting proficiency standards as measured by state assessments? Response:
b. Are students making progress toward meeting state proficiency standards? Response:
c. Are students meeting reasonably defined measures of proficiency ? Response:
d. Are students making progress toward any non-academic goals established within its Charter? Response:
e. Are students making progress towards meeting or exceeding personally established goals set by the students? How are these measured and recorded? Please include data. Response:
f. Describe the community services opportunities available to the students. Response:
4. Is the school sustainable?
a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations? Response:
b. Has the school established systems to manage operations efficiently? Response:
c. Are there systems in place to assure instructional quality? Response:
d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs? Response:
e. Are physical facilities safe, clean and suitable for the purposes of the school? Response:
f. Is the school emotionally safe for children and adults, free from bullying?

Response:
g. Does the school have a viable financial plan to support its program? Response:
h. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired. Response:
i. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth? Response:
j. Does the school employ teachers who meet state requirements for experience and/or certification? Response:
k. Does the school demonstrate an ability to retain skilled and qualified staff? Response:
l. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication? Response:
m. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices? Response:
5. Current Status of the Board of Trustees Ed 318.16(a)
a. Have there been any changes in the membership of the board of trustees? Response:
b. Have there been any changes in the board of trustees' methods of operation or amendments to the by-laws? Response:
c. Have there been any recusals made by board of trustees' members? Response:
6. Student Data
a. What is the percentage of students who were either promoted to the next grade level or graduated from high school? Response:
b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response:
c. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement? Response:
d. What is the number of incident reports prepared under RSA 126-U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws) Response:
e. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6? Response:

Part 4: Policy Development and Forms	
Policy Development (<i>Check ✓ the policies that have been developed</i>):	
	Records Retention pursuant to RSA 189:29-a
	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
	Pupil Safety and Violence Protection, pursuant to RSA 193-F
	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
	Due Process, pursuant to RSA 194-B:8
Required Updated Forms (<i>Please provide dates the following forms were last updated</i>)	
Dates	Forms ED 318.13(b)(6)
	Certificate for Occupancy
	Fire Inspection Certificate
	Building Safety Inspection
	Health Inspection
	Insurance Certificate
	Financial Audit

Part 5 : SIGNATURES	
Please complete the following section:	
Name of Head of School	
Signature of Head of School	
Date	
Name of Board Chair	
Signature of Chairman of the Board	
Date	

Submit to:

**New Hampshire Department of Education
 Attention: Commissioner Frank Edelblut
 101 Pleasant Street
 Concord, NH 03301-3494**



Appendix C

Preparing for the Charter School On-Site Visit

Part 1: DOCUMENTATION, MATERIALS REVIEW	
School documentation provided by email to Charter School Office Administrator (Jane Waterhouse) at least one week prior to on-site visit (unless otherwise noted). On the day of the on-site visit, please also have all school documentation available in a binder for review. *If possible, the on-site team may need to take the binder at the end of the visit.	
Documentation	Special Instructions
On-site Visitation Schedule	Include school address, contact telephone number(s), and any special parking instructions as well as the date, time and location of the interviews with the on-site visit team.
Revised charter application, if applicable, approved by the BOE	Please make appropriate modifications to application for Board approval. Template for changes in student enrollment, school name or grades is available upon request: template available upon request.
Renewal Application	For the first renewal, the “renewal application” consists of the school’s fourth year annual report. Subsequent renewals are based on the annual report of the year prior to charter expiration (or the most current annual report).
Master Class Schedule and Student Rosters	Clearly indicate subjects taught with name of teacher and class times
List of Board of Trustees	Specify board officers, committee memberships, terms, what they bring to the board, etc.
School Organizational Chart	
Academic Year Calendars	Over the past 5 years
Sample Report Card	
List of Staff Members and Qualifications	Include number of years teaching and/or experience, certification and subject and/or grade level taught.
Outstanding Charter Accountability documents requested by the CSO	Please provide documents, by email, to the CSO.
Inventory of equipment, materials and supplies purchased with Federal Funds	All items which cost \$250 or more and displaying NHDOE inventory stickers
School Documentation Available for Review at the Charter School on the Day of the Visit	
Yearly Independent Financial Audits	For the previous 4 years
Minutes of the Board of Trustees	Minutes or a link to the minutes

Quarterly Financial Reports	From school opening or since last renewal
Evidence of Insurance Coverage (i.e., Liability, Property, Workers' Compensation)	Copies of all reports
Health, Fire and Safety Inspection Reports	
Annual Accountability Reports	For the Previous 4 Years
Parent/Student Handbook	Current
Staff Handbook	Current
Curriculum, Assessment Tools and Current Instructional Practices	List of: curriculum, resources, instructional practices and assessments for each grade level.
School Policies	All policies adopted to date
Charter School By-laws	
Student portfolios and/or student work samples	Student portfolios and/or student work should be separate from binder and not removed from school.

Part 2: Focus Group Interviews

It is the school's responsibility to inform focus group participants of the date, time and location of the interviews scheduled with the on-site visitation team. Please schedule **no more than 30 minutes for each group**.

To help prepare for the interview, sample questions which follow this page should be shared with those who will be interviewed.

FOCUS GROUP INTERVIEWS	DESCRIPTION
Members of the Board of Trustees	It is important to have as many board members as possible.
School Leadership	Administrators who are directly and primarily responsible for the academic programs and the operations of the school.
Special Education	Discussion of special education services as well as the challenges involved; this may be combined with another focus group interview.
Teachers/ Staff Members	Teachers from different grade levels/subjects. Other staff members are also welcome.
Students/Classroom Observations	Student interviews are preferred. Student performances/presentations are welcome, but not required.
Parents	Parents of children currently attending the charter school.

a) Interview Questions for Family, Parents, Guardians
--

Below are is sample of questions that may be asked. These interviews may be held individually or in a group at the discretion of the charter school administration.

General Questions

1. How would you describe your role with regards to your child's education at this charter school?
2. In your opinion, what are the strengths of the charter school program? What are the challenges?
3. How does your school/district demonstrate support for families?
4. Tell me about your child's educational needs and if the charter school program is helping address those needs? If yes, how?
5. What additional academic supports and services are available to all students?
6. To what parent training/activities/events have you been invited, for example, how to support student learning, parenting, opportunities to share experiences with other parents, and participate as appropriate in decisions relating to the education of your child?
7. Have you been involved or invited to be involved in the writing of or revision of the policies and school decisions?
8. Have you participated or been offered the opportunity to participate in an annual evaluation of the charter school program?
9. Please describe your volunteer activities and involvement in the charter school.
10. What could your school do to improve the charter school program?

b) Interview Questions for School Leadership: Directors, Principals
--

Below is a sample of questions that may be asked. These interviews may be held individually or in a group at the discretion of the charter school administration.

General Questions

1. Describe the school's mission and goals, and how they are accomplished.
2. How would you describe your role and responsibilities?
3. Describe your relationship with the board of trustees. Does the Board evaluate your performance?
4. In your opinion, what are the greatest strengths of the charter school program? What are the greatest challenges?
5. What are the school's academic priorities?
6. How is the curriculum developed, evaluated for effectiveness, and revised?
7. What is the school's strategy for improvement in these priority areas, and how does the school support teachers in the implementation of these strategies?
8. Describe the process for supervision and evaluation of teachers. What are the expectations?
9. How does your school/district demonstrate support for your instructional staff?
10. What are you hearing from the parents and school staff about the program?
11. Are there things that you have observed about the program that you think need changing?
12. Do you feel adequately supported by the NHDOE? What additional support would you like to receive from the NHDOE?
13. Please describe the method in place for the charter school and the students' LEAs to work together to ensure that both schools are complying with all state and federal laws pertaining to students with disabilities.
14. Are you involved in the annual evaluation of the program, and the subsequent planning, developing, revising?
15. How has your charter school engaged over the years in the dissemination of best and promising practices?
16. How are students transported to and from school?
17. Does the school participate in the School Lunch Program?

c) Interview Questions for Board of Trustees Members

Below is a sample of questions that may be asked. These interviews may be held individually or in a group at the discretion of the charter school administration.

General Questions

1. Please describe the roles and responsibilities of the Charter School Board of Trustees as a whole. What areas or decisions are outside the scope of this role?
2. How are new board members identified, recruited, selected, and oriented?
3. Explain how you came to be a board member and what are your responsibilities as a board member?
4. Have you had training to help you understand your responsibilities?
5. What are the school's strengths?
6. What are the school's greatest challenges? What strategies are being employed to meet these challenges?
7. Does the board have an identified process for making decisions?
8. What are the criteria used to determine whether the school is successful?
9. How does the board evaluate the performance of the school director?
10. Do you feel that the community and families are adequately represented and are listened to?
11. What are the successes and challenges of the Board of Trustees?
12. To comply with RSA 1194-B:5, IV, does the Board of Trustees:
 - a. report quarterly to the host district school board regarding the progress of the chartered public school's achievement of its stated goals;
 - b. solicit advice from the host school board;
 - c. with the host district school board, adopt mutually acceptable content requirements for the quarterly report?
13. Please describe your relationship with the host school district. As identified in RSA 194 B:5, V, have mutually advantageous contractual relationships been developed, resulting in the sharing of transportation, instructional, athletic, maintenance, and other services and facilities?
14. Are all meetings and proceedings of the of trustees held in public session pursuant to RSA 91-A:2, except for those meetings or procedures designated as non-public sessions as defined in RSA91-A:#, II? (RSA 194 B:5-VI)
15. Are there any board members who also serve as an employee, agent, or board member of any for-profit entity with whom the chartered public school contracts for goods or services? If so, has there been a public disclosure made of such fact and has this board member recused themselves from any business the chartered public school may have with the for-profit entity? (RSA 194 B:5-VII)

d) Interview Questions for Students

Below is a sample of questions that may be asked. These interviews may be held individually or in a group at the discretion of the charter school administration.

General Questions

1. Why did you decide to change to a charter school?
2. What is the difference between this school and your last school?
3. What do you like to learn and what kind of learning do you enjoy?
4. What makes you feel successful?
5. What are your strengths?
6. Where could you improve?
7. What are your teacher's strengths?
8. Where could your teacher improve?
9. What type of assignment do you learn from?
10. How much time do you spend on homework?
11. Will you return to the school next year?
12. Would you recommend the school to others?

e) Interview Questions for Instructional Staff

Below is a sample of questions that may be asked. These interviews may be held individually or in a group at the discretion of the charter school administration.

General Education Questions

1. What is your role in regards to the Charter school program?
2. In your opinion, what are the strengths of the CSP program? What are the challenges?
3. Briefly describe the students in this class, including those with special needs.
4. What are the school's academic priorities? How are priorities determined?
5. What are the school's strategies for improvement in these areas, and what support is given in implementing these strategies?
6. What instructional materials or other resources, if any, are available for you?
7. Are staff members required to follow any specific formats or procedures in teaching and lesson planning? Are lesson plans submitted for review? If so, is feedback given?
8. What evidence exists to demonstrate that the strategies and resources you are implementing assist in raising children's achievement?
9. How do you assess and track student learning?
10. Have you been involved in an evaluation of the program, and the subsequent planning, developing, revising?
11. How does the school review staff performance?
12. How do you communicate with the families of your students? How often do you do this? What types of things do you discuss with them?
13. Do you feel adequately supported by the school administration, and are you provide with opportunities for professional development?
14. Describe the working relationships (collaborations) between teachers and administration.

Special Education Questions

1. Does the charter school have an effective working relationship with the sending district(s)?
2. What kinds of instructional supports and services are made available to special education students at this school?
3. What types of accommodations and modifications are being made in the regular education classroom for students with diverse learning needs?
4. What additional academic supports and services are available to all students?

Appendix D

Sample Budget

Disclaimer: Must be used in accordance with the financial planning handbook.

2018-2019 School District Budget Report of Appropriations Actually Voted

District Name		District #		Location #	
	Acct No	Total	Elementary	App Jr High	High
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	0.00			
Special Programs	1200-1299	0.00			
Vocational Programs	1300-1399	0.00			
Other Programs	1400-1499	0.00			
Non-Public Programs	1500-1599		XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1899		XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799		XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899		XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	0.00			
Instructional Staff Services	2200-2299	0.00			
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00			
School Board Contingency	2310 / 840		XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	0.00			
Executive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
SAU Management Services	2320 / 310	0.00			
All Other Administration	2320-2399	0.00			
School Admin Services	2400-2499	0.00			
Business	2500-2599	0.00			
Operation & Maint. Of Plant	2600-2699	0.00			
Student Transport	2700-2799	0.00			
Support Services Central/ Other	2800-2999	0.00			
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00			
Enterprise Operations	3200	0.00			
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00			
Site Improvement	4200	0.00			
Architectural/Engineering	4300	0.00			
Educational Specification Develo	4400	0.00			
Building Acquisition/Constr.	4500	0.00			
Building Improvement Services	4600	0.00			
Other Facilities Acq. And Serv.	4900	0.00			
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110		XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120		XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221		XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229		XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239		XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251		XXXXXX	XXXXXX	XXXXXX
To Expendable Trust	5252		XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253		XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254		XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310		XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390		XXXXXX	XXXXXX	XXXXXX
Supplemntal Appropriation			XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation			XXXXXX	XXXXXX	XXXXXX
Total Voted Appropriations		0.00	0.00	0.00	0.00
Required Supplementary Information					
Description	Object	Elementary	Middle Jr. High	High	Total
Tuition to NH LEAs	561				0.00
Other Tuition	562-569				0.00
Land and Improvements	710	XXXXXX	XXXXXX	XXXXXX	
Buildings	720	XXXXXX	XXXXXX	XXXXXX	
Additional Equipment	730				0.00
Summer School	1430				0.00

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Appendix E

Annual Evaluation and Needs Assessment Chartered Public Schools

The process of conducting a needs assessment is required for all New Hampshire Charter School Program Renewals. It is unique to each school, as the focus of the assessment, and the sources and collection of data are determined by local factors.

What is a needs assessment and what are the benefits of conducting one?

- A "Needs Assessment" is a systematic approach to determining the strengths and needs of a school community.
- It focuses on the process and the outcomes to be attained in the development of a school's vision for the future.
- It gathers data by means of established procedures and methods designed for specific purposes. The types of data and the scope of the methods are selected to fit the purposes and context of the needs assessment.
- A needs assessment informs priorities and determines criteria for solutions so that planners and managers can make sound decisions.
- A needs assessment informs criteria for determining how best to allocate available money, people, facilities, and other resources.
- An annual needs assessment is a critical component of a school's continuous process of improvement. Action that will be taken as a result of this assessment will assist schools in improving programs, services, organizational structure and operations, or a combination of these elements.
- It brings together stakeholders that represent the community, with a diverse range of perspectives, knowledge, skills and experiences to enrich the process.

This template is organized for schools' specific educational programs and needs. Please write your responses directly into the spaces provided in this template.

This document should be saved for auditing purposes.

3. Data Collection: Focus Areas Examples (Data should be valid and reliable):	
a) Type of Data: (Insert Data Tables or Description here)	
Summary:	
Analysis:	
Conclusion:	
b) Type of Data: (Insert Data Tables or Description here)	
Summary:	
Analysis:	
Conclusion:	
c) Type of Data: (Insert Data Tables or Description here)	
Summary:	
Analysis:	
Conclusion:	
d) Type of Data:	

(Insert Data Tables or Description here)
Summary:
Analysis:
Conclusion:
e) Type of Data: (Insert Data Tables or Description here)
Summary:
Analysis:
Conclusion:
4. Program Implementation:
To what degree do you believe your strategies and interventions were implemented with fidelity and how do you know?
5. Strengths of the Educational Program:
As determined by the data collection and analysis, list school's the areas of strengths;
1.
2.
3.
4.
5.

6. Needs of the Educational Program:
As determined by the data collection and analysis, list the areas that need to be strengthened:
1.
2.
3.
4.
5.
7. Describe how you will use the results of this needs assessment to inform your School Plan:

Appendix F

Chartered Public Schools Administrative Rules for Renewals

Ed 318.12 Charter Renewal.

- (a) A charter may be renewed for a renewal period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no later than one year before the original charter is set to expire.
- (b) For the first renewal, the application shall consist of the school's fourth year annual report with a cover letter requesting renewal, except that subsequent renewals shall be based on the annual report of the year preceding expiration of the charter. The criteria listed in Ed 318.07 and RSA 194-B:16, VI, shall be used by the board to approve or deny all renewals and shall be referenced in all decisions.
- (c) The renewal application process shall include:
 - (1) The documents in (b) with name, complete mailing address, and contact information, signed and dated by the head of the school and the chairman of the board;
 - (2) A completed application for renewal signed and dated;
 - (3) A document review including pertinent yearly accountability materials submitted to the charter school office;
 - (4) Invitation for written comments; and
 - (5) Recommendation of the commissioner.
- (d) The format for the application shall be as follows:
 - (1) The application shall not exceed 25 pages, excluding an executive summary which the applicant chooses to include;
 - (2) Attachments shall not exceed 25 pages, excluding the draft accountability plan; and
 - (3) The application and attachments shall use standard margins, be clearly paginated, and use no smaller than an 11-point font.
- (f) Tables graphs, and other data shall be clearly presented, clearly explained, and directly relevant to the text.
- (g) The cover letter in (b) shall contain the following:

- (1) A concise abstract, of approximately one page, restating mission and goals and addressing what progress the school has made:
 - a. Towards its academic goals defined; and
 - b. In programmatic and organizational goals;
- (2) Current enrollment numbers and anticipated enrollment for the next 3 school years;
- (3) A statement describing any changes in curriculum or instruction as a result of anticipated growth; and
- (4) A report on school features, curriculum and technology programs, successes and failures in academic attainment including:
 - a. A discussion of the efforts to disseminate best practices or in other ways coordinating with local or other school districts;
 - b. A discussion of parent involvement to date and future plans for parent involvement;
 - c. A report on past fundraising efforts and results, future fund raising goals, and plans for achieving sustainability; and
 - d. A proposed budget for the following school year including:
 - 1. A statement on how the school will use public funds; and
 - 2. A detailed description of the specific board's reasoning for allocation of funds.

Source. (See Revision Note at part heading for Ed 318) #10873, eff 7-1-15

Ed 318.13 Review of Renewal Application.

- (a) The process for review of the renewal application shall be as follows:
 - (1) The department shall conduct a school review and on-site visit; and
 - (2) The department shall complete a review and recommendation to the state board.
- (b) Criteria for review of application materials shall include:
 - (1) Whether the school is making progress toward achieving its mission;

- (2) Whether the school is using public funds as required by the statute and the rules;
- (3) Whether the school is meeting goals for student attainment of expected knowledge and skills;
- (4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts;
- (5) Whether the school is sustainable; and
- (6) Whether the school has the following updated:
 - a. Certificate for occupancy;
 - b. Fire inspection certificate;
 - c. Building safety inspection;
 - d. Health inspection;
 - e. Insurance certificate; and
 - f. Financial audit.
- (c) The board shall renew a charter, if as evidenced by the responses to (a) and (b), the charter school is attaining its performance targets.

Source. (See Revision Note at part heading for Ed 318) #10873, eff 7-1-15

Ed 318.14 Revocation and Withdrawal.

- (a) A charter shall be revoked for any of the reasons listed in RSA 194-B:16, II, or if the board of trustees fails to cooperate in the development of a remedial plan under RSA 194-B:16, III. If the commissioner makes a recommendation to revoke a charter, it shall give the trustees at least 90 days notice of its intent. Revocation shall occur only after notice and opportunity for a hearing as provided under RSA 541-A:31. The hearing shall be conducted in accordance with Ed 200.
- (b) A charter shall be withdrawn if the board of trustees fails to submit a progress report under RSA 194-B:3, IX.
- (c) The charter shall be withdrawn if a progress report is filed but fails to:
 - (1) Specify which provisions of RSA 194-B are delaying the opening of the charter school; or

(2) Provide a remedial plan for the school to overcome any obstacles.



CSP Grant LOGIC MODEL

The following logic model represents the inputs, activities, outputs, and intended outcomes of the New Hampshire Charter School Program toward the achievement of our state objectives. Under the management and oversight of the New Hampshire Charter School Office, the New Hampshire State Department of Education will undertake the following activities.

Objectives	INPUTS	OUTPUTS		OUTCOMES		Application Requirements
		Activities	For Whom	Short Term (5 Years)	Long Term (beyond 5 years)	
1. Increase, expand, or replicate the number of high-quality charter schools, particularly those serving at-risk, economically, educationally disadvantaged students in rural and urban settings.	CSP Grant Funds, Charter School Program Administrator and support staff, State academic assessment data, demographic data, collaborative teams consisting of members of the State Board of Education, NHDOE Administrators, charter school developers, high quality charter school operators, families, LEAs	<ol style="list-style-type: none"> 1. Implement the subgrant process annually for new charter school development to target at risk, economically and educationally disadvantaged students. 2. Implement the subgrant process annually to high quality charter schools to replicate their program and target at risk, economically and educationally disadvantaged students. 3. Implement the subgrant process annually to high quality charter schools to expand their program and target at risk, economically and educationally disadvantaged students. 4. Cultivate charter school applicants with innovative approaches to opening secondary charter schools that target at-risk students. 	Charter school developers and operators, staff, students and particularly at risk and educationally disadvantaged students, families	<ul style="list-style-type: none"> • Open 20 new, or replicated high quality public charter schools over the next five years. • Increase access for educationally disadvantaged students to high-performing charter schools. • Twenty new charter schools will be in operation within five years • Seven charter schools in operation will be replicated within five years • At least 10 new charter schools opened will be secondary schools targeting at-risk students. 	NH continues to expand the number of charter schools statewide, increasing school choice options for all students, and particularly at-risk, educationally disadvantaged students in rural and urban settings.	A1, A2, A7, A13, G
Objectives	INPUTS	OUTPUTS		OUTCOMES		Application Requirements
2. Use CSP funds to improve student growth and achievement increasing student	Charter School Office Administrator and support staff, NHDOE funding, NHDOE	Activities	For Whom	Short Term	Long Term	
		1. Monitor subgrantees' student assessment results; provide feedback and technical assistance as needed to improve student	School Developers and current operators. All	1. (A) Subgrant recipient charter schools will meet or exceed growth & assessment accountability measures as written in their charter by	• A process for encouraging and supporting charter school startups, expansions and	A3, A7, A8, A13,

graduation and college/career readiness.	charter school academic data, collaborative teams consisting of members of the State Board of Education, NHDOE Administrators, developers , high quality charter school operators, families, LEAs	performance. 2. Provide opportunities for Title I, II, III, IV and IDEA training, technical assistance to support all learners. 3. Evaluate the effectiveness of the program to improve student achievement & outcomes in secondary charter schools including college and career readiness.	school administrators, students and families	grant year three. (B) Subgrant recipient charter high schools serving students at-risk will graduate 80% of students enrolled each year. (C) At least 80% of subgrant recipient charter schools will meet the measurable objectives as written in their charter by grant year three (baseline set in 2020). 2. (A) Underperforming, struggling, and special needs students are provided additional personalized supports to increase performance. (B.) 90% of charter schools will use allocated federal grant funds for PD. (C.) 90% of charter schools will access federal grant fund allocations available to them. 3. Through a continuous cycle of school improvement, 100% of NH charter schools will complete an annual evaluation, and a needs assessment to inform changes to the school plan by year 3 of the grant.	replications in hardship, educationally disadvantaged areas of NH is practiced. • Students, including at risk students, will enter college/career schools at higher rates, attain high quality credentials, and enter the workforce at higher rates of success. • Educational outcomes for all students are improved. • Achievement gaps are narrowed for educationally disadvantaged students.	
Objectives	INPUTS	OUTPUTS		OUTCOMES		Application Requirements
3. Broadly disseminate charter school best practices to other NH public schools, charter schools and LEAs, to increase quality educational options statewide.	Charter School Office Administrator and support staff, funding, NHDOE Charter School Academic Data, collaborative teams consisting of all CSP stakeholders,	1. Work with school districts and other partners to identify charter schools with best practices. 2. Create mentorships and partner high performing charter schools with underperforming charter schools in both primary and secondary. 3. Provide two technical	Charter School Operators and Staff	<ul style="list-style-type: none"> Through NH student performance data identify and chart all high performing charter schools and their educational practices. 10 partnerships developed between high performing charter schools & charter schools working to raise 	<ul style="list-style-type: none"> Existing charter schools demonstrate improved student achievement due to adoption of best practices. Partnerships thrive between high performing charter schools and LEAs 	

	NH State Academic Standards and Curriculum Framework, NH State Model Competencies, NH State Early Childhood Standards, State Assessment Data	assistance & best practices' workshops annually. 4. Develop survey to determine the best practices implementation rate and the effectiveness of conferences and workshops. 5. Share charter school best practices with other public entities locally and nationally.		student achievement over five years. ● 80% of charter schools attend workshops & statewide conferences attended by charter school developers & other public schools & LEAs. High-quality charter school operators share their knowledge of charter school best practices with others. ● 80% complete best-practices survey. Share survey results with all charter school to inform practices going forward ● 10 Charter schools per year share their knowledge of high-quality effective practices with public entities locally and nationally through conferences, seminars, and the media.	continue to raise student achievement.	
Objectives	INPUTS	OUTPUTS		OUTCOMES		Application Requirements
4. Empower current and new public charter schools to become fiscally strong, independent, laboratories of innovation.	Charter School Office Administrator and support staff, funding, NHDOE charter school academic data, collaborative teams consisting of members of the State Board of Education, NHDOE Administrators, developers , high quality charter school operators, family and	1. Require all subgrantees to include innovative practices & fiscal accountability measures in their program planning and implementation. 2. Review school progress reports and student performance data & conduct site visits to ensure accountability & provide constructive review/recommendations for improvements. 3. Provide high quality professional development trainings with evidence of effectiveness and	Charter School Authorizers, NH CSO, CS Developers and Operators, and stakeholders	● 100% of All sub-grantee awards reflect innovation & fiscal accountability, ● 100% of schools submit annual accountability report. CSO team visits 10 schools per year. ● Annually schedule two experts with expertise in developing innovative charter schools programs.	NH charter schools are innovative, academically successful and financially stable, meeting the educational needs of a diverse population.	A1, A11, B2

	community	motivational guest speakers at conferences and meetings.				
Objectives	INPUTS	OUTPUTS		OUTCOMES		Application Requirements
5. Strengthen and support authorizer quality and promote adoption of best practices for authorizers.	Charter School Office Administrator and support staff, Funding, contracted position, collaborative teams consisting of members of the State Board of Education, NHDOE Administrators, developers , high quality charter school operators, family and community	<ol style="list-style-type: none"> 1. Contract with qualified authorizer consulting/training company to provide best practices support for NH authorizers in the following areas: (A.) Authorization; (B.) Contracts; (C.) Oversight; (D.) Corrective Action; and (E.) Renewal 2. Create collaborative teams to build systems for implementation of authorization practices and procedures 3. Implement and sustain system 	Charter School Authorizers, NH CSO, CS Developers and Operators, and stakeholders	<ul style="list-style-type: none"> • Research charter school authorizer consulting/training organizations to secure a contract that will provide comprehensive training and support for improving/rebuilding the State's charter school authorizing system. • Contractor works with legislators, authorizers, the NH CSO, and stakeholders to build a rigorous state charter school authorization system with strong oversight and clear practices and procedures. • Barriers reduced for NH charters due to improved authorizer practices. By the end of year 5, NH will have fully implemented a rigorous, sustainable, and coordinated authorizing system. 	A rigorous, comprehensive and well maintained NH State Charter School authorization system is sustained.	A11, B2
List of Acronyms CS: Charter School(s) CPS: Chartered Public Schools CSP: Charter School Program NHCSO: New Hampshire Charter School Office LEA(s): Local Education Agency						



2018/2019 Timeline for Charter School Renewal Process

The New Hampshire Department of Education Charter School Office		
Time Frame	Components	Description
By the End of the 4th year	Intent to Renew Ed 318.12(a)	School submits <i>Intent to Renew</i> form (Appendix A) at the end of the fourth year of the charter authorization.
June of Each Year No later than 1 year before the original charter is set to expire Prior to Submission of Renewal Application At least 2 weeks before the On-Site Visit Date Upon Submission, Prior to On-Site Visit	Renewal Training	NHDOE Charter School Renewal training for all schools approaching their renewal term for the 2019-2020 school year.
	Schedule Dates	Depending on the expiration date of the schools charter, the Charter School Office (CSO) will schedule a date for renewal application submission and on-site visit, no later than 1 year before the original charter is set to expire. Ed 318.12(a)
	Invitation for Written Comment Ed 318.12(c)(4)	<ul style="list-style-type: none"> Interested parties, including parents and the superintendent in the district in which a charter school is located or the region from which the school draws students, must be invited by the charter school to submit written comments to the Department of Education regarding the renewal of a school's charter. The Department may share comments with the charter school.
	Application for Renewal of Charter Ed 318.12	<ul style="list-style-type: none"> School submits application for renewal of charter to the Department by established deadline. (Appendix B) The application must follow the guidelines set forth in this document. Submit one original application via postal service, and an electronic version to the each of the following email addresses: New Hampshire Department of Education Attention: Commissioner Frank Edelblut 101 Pleasant Street Concord, NH 03301-3494 <div style="background-color: black; width: 200px; height: 20px; margin-top: 5px;"></div>
	Application Review Ed 318.10 ED 318.13	<ul style="list-style-type: none"> The Department and the review committee reviews the school's Application for Renewal using a rubric.
According to Scheduled Date	On-Site Visit ED 318.13	<ul style="list-style-type: none"> The goal of the renewal on-site visit (Ed 318.13 (a)(1)) is to corroborate and augment the written application through interviews, observation, and a review of materials. The review committee will use established protocol that will be shared with the charter school. A 1-day on-site evaluation of the applicant school will be arranged with the charter school. The review committee will visit classrooms and interview teachers, students, families, board members and administrators. The review committee will include at least one person from each of the following: <ul style="list-style-type: none"> ➤ a Department employee ➤ a charter school representative

		<ul style="list-style-type: none"> ➤ an educator from the public • The charter school will be responsible for scheduling interested stakeholders for interviews/meetings with the review committee.
On or Before On-Site Visit	Materials Review Ed 318.12 (c)(3)	<ul style="list-style-type: none"> • Yearly accountability materials • Materials identified in on-site visit section, pages 12-13

iExplore is a tool for parents and community members to compare and discover various data indicators that may assist with their goals for their student's learning.

iExplore - Data Stories from NH Schools & Districts

Explore

Compare

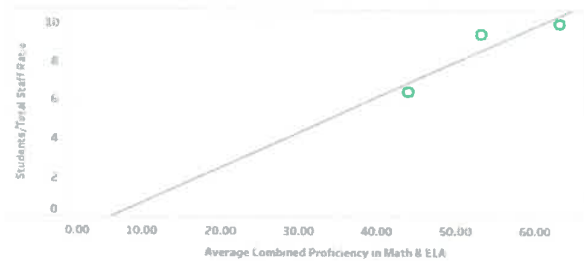
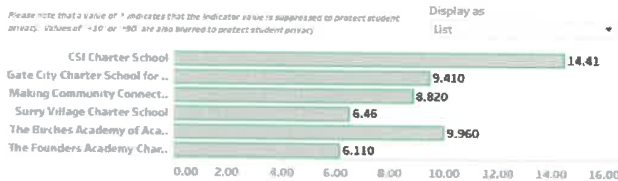
Discover

Choose an indicator from the list below to explore how all the schools/districts in the state performed in that area. Hover over an individual school/district to examine its performance over time.

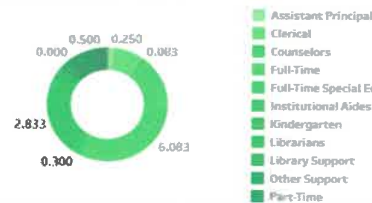
School Year: 2017
 Indicator Type: School
 Indicator: Students/Total Staff Ratio
 School/District: (Multiple values)
 School/District Type: (All)
 Region: (All)

What is the Students/Total Staff Ratio across all schools in 2017?

Impact of Students/Total Staff Ratio on student achievement



A closer look at the Students/Total Staff Ratio



Explore

Compare

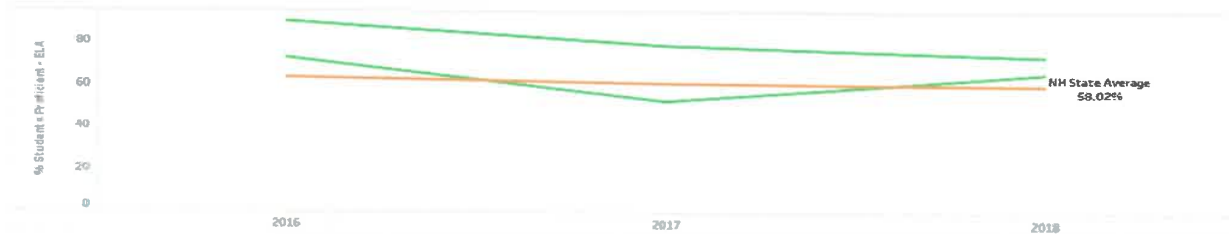
Discover

Choose an indicator and 2 schools or districts to compare how they performed in that area and see the trend over time. You can also see the trend in performance for all other indicators applicable to them.

Please note that a value of * indicates that the indicator value is suppressed to protect student privacy. Values of <10 or >90 are also blurred to protect student privacy.

Select an Indicator: % Students Proficient - ELA
 School/District A: MicroSociety Academy Charter School of Southern NH
 School/District B: Granite State Arts Academy Charter School

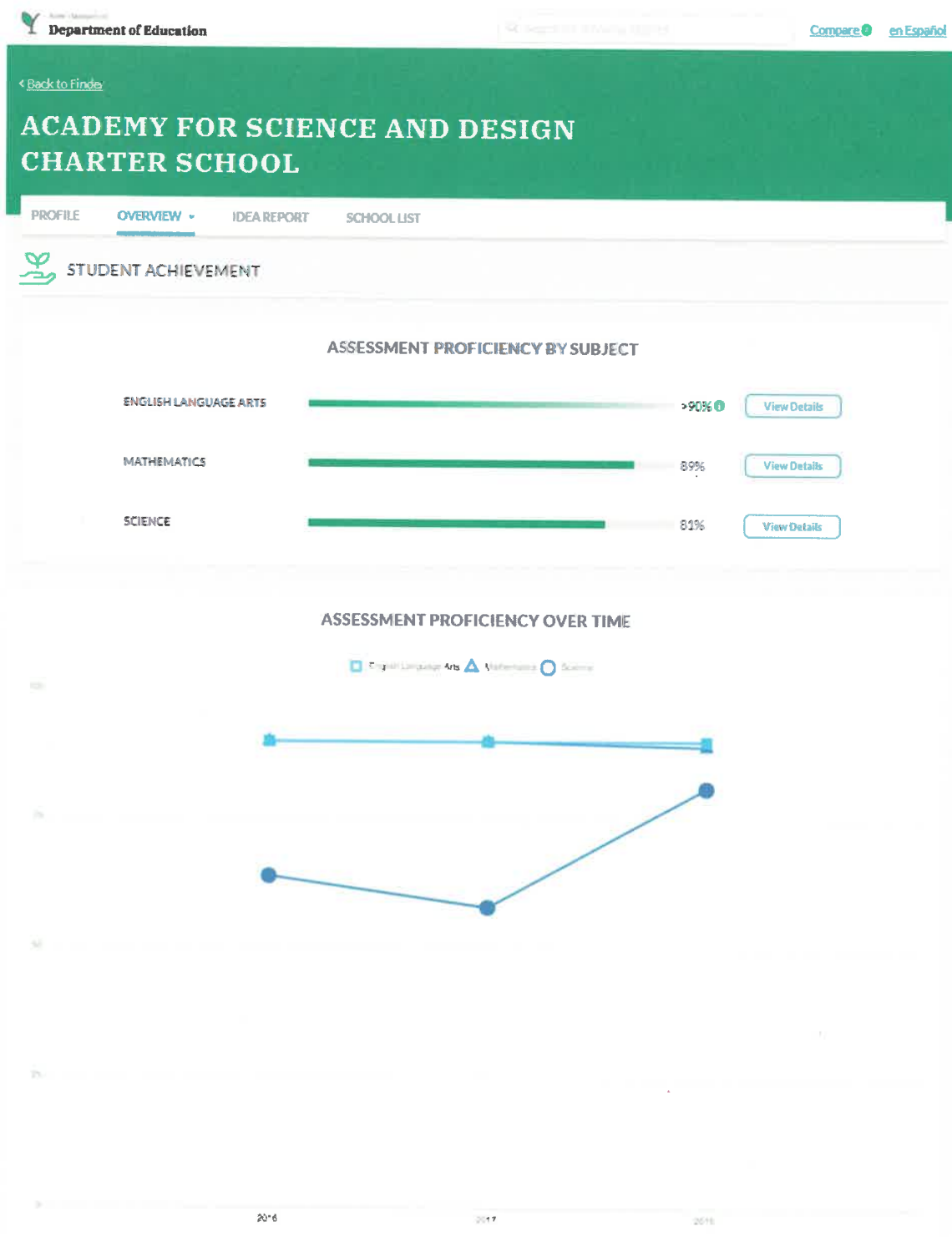
Performance over Time



Other Indicator Performance

Domain Name	Granite State Arts Academy Charter School			MicroSociety Academy Charter School of Southern NH		
	2016	2017	2018	2016	2017	2018
% Classes taught by an experienced educator				45.5%	54.5%	41.20%
% Classes taught by educators certified in the subject				66.70%	81.79%	72.70%
% Economically Disadvantaged Students	<10%	<10%	10.60%	19.14%	22.67%	15.1%
% Students Proficient - ELA	72%	52%	65%	89%	78%	73%
% Students Proficient - Math	17%	30%	21%	65%	65%	65%
% Students with Disability	<10%	20%	16.67%	<10%	<10%	<10%
Student Growth Percentile - ELA				72	65	57
Student Growth Percentile - Math				76	67	57

iReport is the Department of Education's report card for all public and charter schools across the state. iReport is designed for easy access to a school's data collections.



NH RSAs related to Charter Schools Flexibilities

Admissions:

194–B:9 Chartered Public Schools; Pupil Selection; Enrollment; Separation.

I. Except as provided for under RSA 194–B:8, IV:

(a) Chartered public schools may set maximum enrollment as they deem appropriate.

(b) Chartered public schools may limit enrollment to specific grade or age levels, pupil needs, or areas of academic focus including, but not limited to, at-risk pupils, vocational education pupils, mathematics, science, the arts, history, or languages.

(c)(1) Chartered public schools may select pupils on the basis of aptitude, academic achievement, or need, provided that such selection is directly related to the academic goals of the school.

(2) If the number of otherwise eligible applicants to a particular chartered public school exceeds that school's maximum published enrollment, that school shall use lottery selection as a basis for admission.

(3) If the number of otherwise eligible applicants to chartered public schools located inside and outside the school district exceeds that district's published maximum percentage of pupils authorized to attend such schools, the district shall use lottery selection as a basis for pupil eligibility, and in accordance with RSA 194–:2, IV.

Curriculum and Instruction

194–B:8 Chartered Public Schools; Requirements; Options.

III. A chartered public school shall provide instruction for at least the number of days required by state law. A chartered public school shall comply with compulsory attendance laws as provided in RSA 189:1, 189:1–a, and 193:1. Innovative scheduling resulting in at least that number of attendance hours required under RSA 186–C:15, 189:1, 189:1–a, and 193:1 and current state board attendance rules shall be encouraged.

Teaching Staff

194–B:14 Chartered Public Schools; Employees.

IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience.

More on the responsibilities of the oversight committee that the state board has to report to:

194–B:21 Oversight Committee; Report.

I. There is hereby established a joint legislative oversight committee. The committee shall jointly meet at least once a year and shall monitor the effect of this chapter, make recommendations for any legislative changes with respect thereto, and make recommendations to the legislature to reduce the scope of, ease the administration of, simplify the compliance with, and, where appropriate, recommend to the legislature elimination of regulations and reduction of the amount of paperwork required. The committee shall include 3 senators appointed by the president of the senate, 3 members of the house appointed by the speaker of the house, and one member of the state board appointed by the chairperson of the state board who shall serve as a nonvoting member in an advisory capacity.

II. The committee shall submit a written report of its findings and recommendations to the president of the senate, the speaker of the house, and the chairpersons of the house and senate education committees on November 1 of each year, except for the year 2000, when the report shall be submitted on July 1.

Application Requirements: NH Department of Education Responses

(See page numbers in left column to find NH responses to the grant application requirements.)

(I) Description of Program -- A description of the State entity's objectives in running a quality charter school program and how the objectives of the program will be carried out, including--

NH App.	(A) A description of how the State entity will--
Sel. Crit. A, p. 24; Sel. Crit. B, p. 30, 32; CPP 6, p. 19; Mgt. Plan, p. 53	(1) Support the opening of charter schools through the startup of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools (including the proposed number of new charter schools to be opened, high-quality charter schools to be opened as a result of the replication of a high-quality charter school, or high-quality charter schools to be expanded under the State entity's program);
CPP 6, p. 23; Sel. Crit. A, p. 26; Sel. Crit. D., p. 41; Sel. Crit. E, p. 53	(2) Inform eligible charter schools, developers, and authorized public chartering agencies of the availability of funds under the program;
<p>3a.: Sel. Crit. D, p. 38; Sel. Crit., E, p. 51.</p> <p>3b: Sel. Crit. E, p. 53</p> <p>3c: CPP 5, p. 9</p> <p>Also see NH RSAs at right</p>	<p>(3) Work with eligible applicants to ensure that the eligible applicants access all Federal funds that such applicants are eligible to receive, and help the charter schools supported by the applicants and the students attending those charter schools --</p> <ul style="list-style-type: none"> a. Participate in the Federal programs in which the schools and students are eligible to participate; b. Receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and c. Meet the needs of students served under such programs, including "students with disabilities" and "English learners" (as defined in the notice); <p>(a) Participate in the Federal programs in which the schools and students are eligible to participate; Per NH law, <i>RSA 194-B:11, IV</i>: "Any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a charter or open enrollment school in a receiving district on an eligible per pupil basis. This funding shall include, but not be limited to, funding under federal Chapters I and II of Title II, and Drug-Free Schools, in whatever form the funding is available in any year." <i>RSA 194-B:11 IV-a</i> "The Commissioner of the Department of Education shall apply for all federal funding available to charter schools under the No Child Left Behind Act, Title I of the Elementary and Secondary Education Act, or other federal sources of funds. The Commissioner shall expend any such funds received in a manner acceptable to the funding source."</p> <p>(b) Receive the commensurate share of Federal funds the schools and students are eligible to receive under such programs; and Per NH law, <i>RSA 194-B:11, IV</i>: "Any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a charter or open enrollment school in a receiving district on an eligible per pupil basis. This funding shall include, but not be limited to, funding under federal Chapters I and II of Title II, and Drug-Free Schools, in whatever form the funding is available in any year." <i>RSA 194-B:11 IV-a</i> "The Commissioner of the Department of Education shall apply for all federal funding available to charter schools under the No Child Left Behind Act, Title I of the Elementary & Secondary Education Act, or other federal sources of funds. The Commissioner shall expend any such funds</p>

	<p><i>received in a manner acceptable to the funding source.”</i></p> <p><i>(c) Meet the needs of students served under such programs, including “students with disabilities” and “English learners” (as defined in the notice);</i></p> <p><i>Per NH law (in regards to IDEA compliance), RSA 194-B:3, II: “Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:</i></p> <p><i>(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.” RSA 194-B:11, III(a): “In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district.</i></p> <p><i>(b) When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting. At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment:</i></p> <p><i>(1) The resident district may send staff to the chartered public school; or</i></p> <p><i>(2) The resident district may contract with a service provider to provide the services at the chartered public school; or</i></p> <p><i>(3) The resident district may provide the services at the resident district school; or</i></p> <p><i>(4) The resident district may provide the services at the service provider's location; or</i></p> <p><i>(5) The resident district may contract with a chartered public school to provide the services; and</i></p> <p><i>(6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.</i></p> <p><i>(c) Consistent with section 5210(1) of the Elementary and Secondary Education Act and section 300.209 of the Individuals with Disabilities Education Act, when a parent enrolls a child with a disability in a chartered public school, the child and the child's parents shall retain all rights under federal and state special education law, including the child's first right to be provided with a free and appropriate public education, which includes all of the special education and related services included in the child's IEP. The child's resident district shall have the responsibility, including financial responsibility, to ensure the provision of the special education and related services in the child's IEP, and the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services.”</i></p>
Sel. Crit. D, p. 48	<p>(4) Ensure that authorized public chartering agencies, in collaboration with surrounding local educational agencies where applicable, establish clear plans and procedures to assist students enrolled in a charter school that closes or loses its charter to attend other high-quality public schools;</p>
N/A	<p>(5) In the case of a State entity that is not a State educational agency--</p> <p>a. Work with the State educational agency and charter schools in the State to maximize charter school participation in Federal and State programs</p>

	<p>for which charter schools are eligible; and</p> <p>b. Work with the State educational agency to operate the State entity's program under this competition, if applicable;</p>
<p>6a: Sel. Crit. D, pgs. 41, 45</p> <p>6b: Sel. Crit. D, pgs. 49, 50</p>	<p>(6) Ensure that each eligible applicant that receives a subgrant under the State entity's program--</p> <p>a. Is using funds provided under this competition for one of the activities described in section 4303(b)(1) of the ESEA; and</p> <p>b. Is prepared to continue to operate charter schools funded under this competition in a manner consistent with the eligible applicant's application for such subgrant once the subgrant funds under this program are no longer available;</p>
<p>7a: CPP 4, p. 8</p> <p>7b: CPP 4, p. 8</p>	<p>(7) Support ----</p> <p>a. Charter schools in local educational agencies with a significant number of schools identified by the State for comprehensive support and improvement under section 1111(c)(4)(D)(i) of the ESEA; and</p> <p>b. The use of charter schools to improve struggling schools, or to turn around struggling schools;</p>
<p>8a: CPP 5, p. 10, 13</p> <p>8b: Sel. Crit. D, p. 46</p>	<p>(8) Work with charter schools on--</p> <p>a. Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); and</p> <p>b. Supporting all students once they are enrolled to promote retention, including by reducing the overuse of discipline practices that remove students from the classroom;</p>
<p>CPP 4, p. 7, Sel. Crit. E, pgs. 54, 55; Appendix F, Timeline</p>	<p>(9) Share best and promising practices between charter schools and other public schools;</p>
<p>CPP 5, p. 14</p>	<p>(10) Ensure that charter schools receiving funds under the State entity's program meet the educational needs of their students, including "children with disabilities" (as defined in the notice) and English learners;</p>
<p>CPP 6, p. 15</p>	<p>(11) Support efforts to increase charter school quality initiatives, including meeting the quality authorizing elements described in section 4303(f)(2)(E) of the ESEA;</p>
<p>12a: CPP 6, pgs. 17, 22; Sel. Crit. B, p. 34; Sel. Crit. E, p. 55</p>	<p>(12)</p> <p>a. In the case of a State entity that is not a "charter school support organization" (as defined in the notice), a description of how the State entity will provide oversight of authorizing activity, including how the State will help ensure better authorizing, such as by establishing authorizing standards that may include approving, monitoring, and re-approving or revoking the authority of an authorized public chartering</p>

12b: N/A	<p>agency based on the performance of the charter schools authorized by such agency in the areas of student achievement, student safety, financial and operational management, and compliance with all applicable statutes and regulations; and</p> <p>b. In the case of a State entity that is a charter school support organization, a description of how the State entity will work with the State to support the State's system of technical assistance and oversight, as described in application requirement (I)(A)(12)(a) above, of the authorizing activity of authorized public chartering agencies; and</p>
Sel. Crit. A, pgs. 24, 29; Sel. Crit. E, p. 53	(13) Work with eligible applicants receiving a subgrant under the State entity's program to support the opening of new charter schools or charter school models described in application requirement (I)(A)(1) that are high schools;
	(B) A description of the extent to which the State entity --
CPPs 1-6, pgs. 1-23	(1) Is able to meet and carry out competitive preference priorities 1 through 6;
CPP 6, p. 19; Sel. Crit. D, pgs. 42, 44, 46; Sel. Crit. E, p. 52	(2) is working to develop or strengthen a cohesive statewide system to support the opening of new charter schools and, if applicable, the replication of high-quality charter schools, and the expansion of high-quality charter schools; and
CPP 4, p. 7; CPP 6, p. 19; Sel. Crit. C., p.33	(3) is working to develop or strengthen a cohesive strategy to encourage collaboration between charter schools and local educational agencies on the sharing of best practices;
	(C) A description of how the State entity will award subgrants, on a competitive basis, including --
CPP 6, p. 19; Sel. Crit. A., p.26	(1) A description of the application each eligible applicant desiring to receive a subgrant will be required to submit and how the State entity will ensure that such application complies with section 4303(f)(1)(C)(i) of the ESEA; and
CPP 6, pgs. 19-22	(2) A description of how the State entity will review applications from eligible applicants;
CPP 4, p. 8	(D) In the case of a State entity that partners with an outside organization to carry out the State entity's quality charter school program in whole or in part, a description of the roles and responsibilities of the partner;-
CPP 2, p. 4, 6; Sel. Crit. G, p. 59	(E) A description of how the State entity will ensure that each charter school receiving funds under the State entity's program has considered and planned for the transportation needs of the school's students;
Also see NH RSAs at right	Per NH law, <i>RSA 194-B:2, V: Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district. RSA 189:6 Transportation of Pupils. The local school district shall furnish</i>

	<i>transportation to all pupils in grade 1 through grade 8 who live more than 2 miles from the school to which they are assigned. The local school board may furnish transportation to kindergarten pupils, pupils in grades above the eighth or to any pupils residing less than 2 miles from the school to which they are assigned, when it finds that this is appropriate, and shall furnish it when so directed by the commissioner of education.</i>
Sel. Crit. F., p.57 Also see NH RSAs at right	(F) A description of how the State in which the State entity is located addresses charter schools in the State's open meetings and open records laws; and <i>NH Statute RSA 194-B:5 (VI) Requires that all public charter schools adhere to RSA 91 (New Hampshire open meetings law). The meetings and proceedings of the board of trustees shall be held in public session pursuant to RSA 91-A:2 RSA: 91-A:1 Preamble. – Openness in the conduct of public business is essential to a democratic society. The purpose of this chapter is to ensure both the greatest possible public access to the actions, discussions and records of all public bodies, and their accountability to the people....</i>
CPP 5, p. 10	(G) A description of how the State entity will support diverse charter school models, including models that serve rural communities.

(II) Assurances –

See Appendix A	Recipients of the Charter Schools Program Grants to State Entities must provide assurances as outlined in the notice. The assurance document that must be signed and submitted can be found on page 78 of this application package.
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(III) Requests for information about waivers, including--

N/A	(A) A request and justification for waivers of any Federal statutory or regulatory provisions that the State entity believes are necessary for the successful operation of the charter schools that will receive funds under the State entity's program under section 4303 of the ESEA or, in the case of a State entity that is a charter school support organization, a description of how the State entity will work with the State to request such necessary waivers, where applicable; and <i>Note: The applicant must respond directly to this application requirement. If no waivers are being requested, the applicant should write that they are not requesting any waiver.</i>
N/A	(B) A description of any State or local rules, generally applicable to public schools, that will be waived or otherwise not apply to such schools. <i>Note: In this please clearly state what State and local laws and regulations do not apply to charter schools or will be waived under the project.</i>

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

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New Hampshire Department of Education

Budget Narrative

Total Costs (Line 12)

The New Hampshire Department of Education (NHDOE) requests an award of [REDACTED] over five years to support the opening, replication, or expansion of high quality charter schools and to provide quality technical assistance and grant administration.

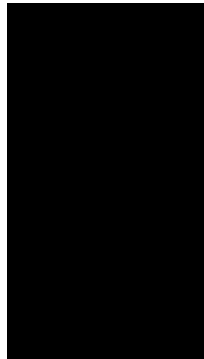
Total Grant Award

Total Subgrants

Total State Set aside

Total Technical Assistance

Total Administrative



Funding Request Scenario: Planned Budget Request						
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Subgrants	[REDACTED]					
Administrative						
Technical Assistance						
Total						
Subgrants%						
Administrative %						
Technical Assistance %						

Charter School Startup Grants (Line 8) [REDACTED]

NHDOE BUDGET NARRATIVE

Funds totaling [REDACTED] will be used to directly support the high-quality charter schools through a competitive subgrant process to satisfy the 90% requirement. Grants for charter school startups, expansions and replications will not exceed [REDACTED] per school for the purpose of planning and implementation. NH DOE last received a CPS grant in 2010 and was able to open 20 new charter schools with this grant

The subgrant application requires a detailed grant application including budget and monthly reporting. If schools are designed to meet the State's priorities, they may receive additional funding. The base award for all eligible new schools is [REDACTED] over a three-year period, which may be increased to [REDACTED] if the school meets State priorities.

Pipeline						
Award Type	Year 1	Year 2	Year 3	Year 4	Year 5	Total
New Schools	4	5	5	4	2	20
Replication	1	2	2	1	1	7
Expansion	1	1	1	1	1	5

Award Amounts and Length		
Award Type	Max Amount	Length of Grant
New Schools	[REDACTED]	3
Replication	[REDACTED]	3
Expansion	[REDACTED]	3

NHDOE BUDGET NARRATIVE

Funding Request Scenario: New Schools Subgrants															
	2019-20 (Year 1)			2020-21 (Year 2)			2021-22 (Year 3)			2022-23 (Year 4)			2023-24 (Year 5)		
	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort
Cohort															
Cohort 1															
Cohort 2															
Cohort 3															
Cohort 4															
Cohort 5															
Total															
Funding Request Scenario: Replication Subgrants															
	2019-20 (Year 1)			2020-21 (Year 2)			2021-22 (Year 3)			2022-23 (Year 4)			2023-24 (Year 5)		
	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort
Cohort															
Cohort 1															
Cohort 2															
Cohort 3															
Cohort 4															
Cohort 5															
Total															
Funding Request Scenario: Expansion Subgrants															
	2019-20 (Year 1)			2020-21 (Year 2)			2021-22 (Year 3)			2022-23 (Year 4)			2023-24 (Year 5)		
	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort	Amount per grantee per year	# grants	Total per Cohort
Cohort															
Cohort 1															
Cohort 2															
Cohort 3															
Cohort 4															
Cohort 5															
Total															
Funding Request Scenario: Total															
	2019-20 (Year 1)			2020-21 (Year 2)			2021-22 (Year 3)			2022-23 (Year 4)			2023-24 (Year 5)		
Total															

Personnel/Fringe Benefits [REDACTED] for the grant period (Line 1 & Line 2)

The budget will include personnel/fringe benefits charges for 2 FTE, which will reflect an approximate amount of [REDACTED] per year to carry out the planning and implementation for the Charter School Program (CSP) Grant in New Hampshire.

1.0 FTE CSP Program Administrator - This individual will oversee the daily operations of the CSP grant, with direction from the NH State Charter School Administrator. The Administrator will direct the training activities, contractual agreements with the technical

NHDOE BUDGET NARRATIVE

assistance partners, implementation of the project application, effective oversight of the grant and monitoring of subgrantees, and provide project evaluation. This individual will supervise the activities of the FTE charter school program specialist. The specialist will support CSP grant oversight and technical assistance. The specialist will manage the appropriate grants, participate in onsite monitoring, coordinate monitoring reports, and deliver technical assistance.

This position will be split between to be an estimated 90% technical assistance and 10% administrative.

The NHDOE calculates the salary to be approximately [REDACTED] per year with a 5% per year increase and fringe and benefits for this position at approximately 60% of personnel, [REDACTED] per year for 5 years, plus an additional [REDACTED] of salary and benefit fringe benefit set aside per the NH Department of Administrative Services Budgeting Office and CBA.

1.0 FTE CSP Program Specialist - The specialist will administer CSP grant operations and oversight and assist with technical assistance. The specialist will manage the daily operation of appropriate grants, participate in onsite monitoring, coordinate monitoring reports, and deliver technical assistance.

This position will be split between to be an estimated 75% administrative and 25% technical assistance.

NHDOE BUDGET NARRATIVE

The NHDOE calculates the salary to be approximately [REDACTED] per year with a 5% per year increase and fringe and benefits for this position at approximately 60% of personnel, [REDACTED] per year for 5 years, plus an additional [REDACTED] of salary and benefit fringe benefit set aside per the NH Department of Administrative Services Budgeting Office and CBA.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
FTE Admin Salary	[REDACTED]					
FTE Specialist Salary						
FTE Admin Benefits						
FTE Specialist Benefits						
Required Admin Fringe 9.89%						
Required Specialist Fringe 9.89%						

Travel (Line 3) [REDACTED] for the grant period

The travel budget includes [REDACTED] annually for in-state travel expenses that will be incurred through travel between sites and the NHDOE for onsite monitoring, technical assistance, or regional professional development sessions. In-state travel includes the use of State pool cars or mileage at the federal rate at the time of travel, hotels when overnights are required, and meals per diem for travel requiring overnight in accordance with federal rate.

The travel budget includes [REDACTED] annually for out-of-state travel expenses to cover the costs of 2 individuals to attend the annually required project director meetings in Washington, D.C.

The costs will be paid in accordance with federal and state travel rules. The travel budget also represents one additional out-of-state trip to another SEA to collaborate between states regarding charter schools and authorizing best practices, and will be paid in accordance with state and travel rules. New Hampshire will also join and attend annual conferences held by the National Association of Charter School Authorizers (NACSA), and the National Alliance for Public Charter Schools (NAPCS). Annual participation in the NACSA conference will help to identify best practices for authorizing agents, implementation and technical assistance activities.

Equipment (Line 4) [REDACTED] for the grant period

Funds to cover technology needs, including computer, monitor, software and phone for 2 FTE. Other equipment needs include office furniture and other supplies that exceed [REDACTED] in accordance with the state equipment policy. Equipment to be reused in subsequent years. Line item includes costs to repair/refurbish equipment as needed and ongoing, minimal IT access charges.

Supplies (Line 5) [REDACTED] for the grant period

Funds are to cover the costs of printing and duplication of products and materials. These include print and electronic project information, project reports, training materials, distribution of research reports, and consumable supplies for project staff.

Contractual (Line 6) [REDACTED] for the grant period

NHDOE BUDGET NARRATIVE

Funds will be used to contract with external evaluator of the NHDOE CSP program twice during the grant period. The evaluator will determine program effectiveness to empower charter schools to become laboratories of innovation and strong independent organizations that support efforts of fiscal responsibility. The study will include comprehensive analysis of student achievement data to then identify high-quality charter schools for participation in a multi-case qualitative study to identify specific evidence based best practices within school choice contexts. The outcomes of the study will include a public dissemination of the findings and implementation of relevant findings of NHDOE efforts while providing technical assistance and professional development to CSP subgrantees. In addition the department will contract with an attorney for the review of all new or expanded charter school proposals to determine that the application is in line with NH laws and regulations for education strategy, policy, evaluation, and development of new charter schools.

NHDOE will also contract for services to help strengthen the NHDOE CSO policies and procedures for authorizing charter schools, board training for charter schools, templates for policies and procedures, financial and compliance training, data analysis training for new schools and other services as NH DOE CSO identifies throughout the course the grant.

Other Grant Related Costs (Line 8) [REDACTED] for the grant period

Funds will be used for other administrative costs including rent for CSP staff offices, IT support, State Audit contribution, Federal compliance and subrecipient monitoring groups.

Indirect Cost (Line 10) [REDACTED] for the grant period calculated on applicable total direct costs at Federally approved rate of 6.3%.