



New Jersey Department of Education, Office of Charter and Renaissance Schools

Chartertech High School for the Performing Arts Renewal Summary

Renewal Process Overview

As the State Education Agency and sole charter authorizer in the state of New Jersey, the New Jersey Department of Education (Department) holds all charter schools accountable for providing students with a high-quality public education. The Department relies on the [Performance Framework](#) to evaluate all public charter schools in New Jersey. The Performance Framework consists of three sections: academic, financial, and organizational. It outlines the criteria the Department uses to assess viability in those three areas. A charter school's performance against the criteria set forth in the Performance Framework is used in all high-stakes decision-making, including decisions regarding replication, expansion, renewal and closure.

The renewal application aligns with the indicators within the Performance Framework. The decision to renew a charter will be based on a comprehensive review guided by the following three questions:

1. Is the school's academic program a success?
2. Is the school financially viable?
3. Is the school equitable and organizationally sound?

The findings gathered from the Department's comprehensive review of the charter school pursuant to N.J.A.C. 6A:11-2.3(b), which includes: student performance on statewide assessments; annual reports; monitoring visit results; financial reports; public comments; possible effect of charter school enrollment on district(s) of residence that could lead to segregation of students; financial impact on district(s) of residence; and other relevant evidence are summarized in this report. The results of this comprehensive review are considered prior to making a decision regarding the renewal of a school's charter for a subsequent five-year period.

Renewal Site Visit Overview

On **November 14, 2022**, from **8:30 a.m. – 4:00 p.m.**, the following site visit team members visited Chartertech High School for the Performing Arts:

Name of Reviewer
Dina Abdelhamid
Kathy Ambrosio
Jennifer Bailey
Devan Blackwell
Karina Bielaus
Allie Cobb
William Walker
Leslie White-Coursey

Through the renewal process, the Department gathers evidence and data based upon the criteria laid out within the Performance Framework. During the Renewal Site Visit, Department staff reviewed key documents (as outlined in the 2022-2023 Renewal Site Visit Protocol), interviewed multiple stakeholders and conducted classroom observations. After the visit, the review team aggregated the evidence and data collected through the renewal process to create this Renewal Summary Report.

Charter School Basic Information

All Department-Approved Facility Locations

Facility Address	Grades served 2022-2023
413 New Road, Somers Point, New Jersey 08244	9-12

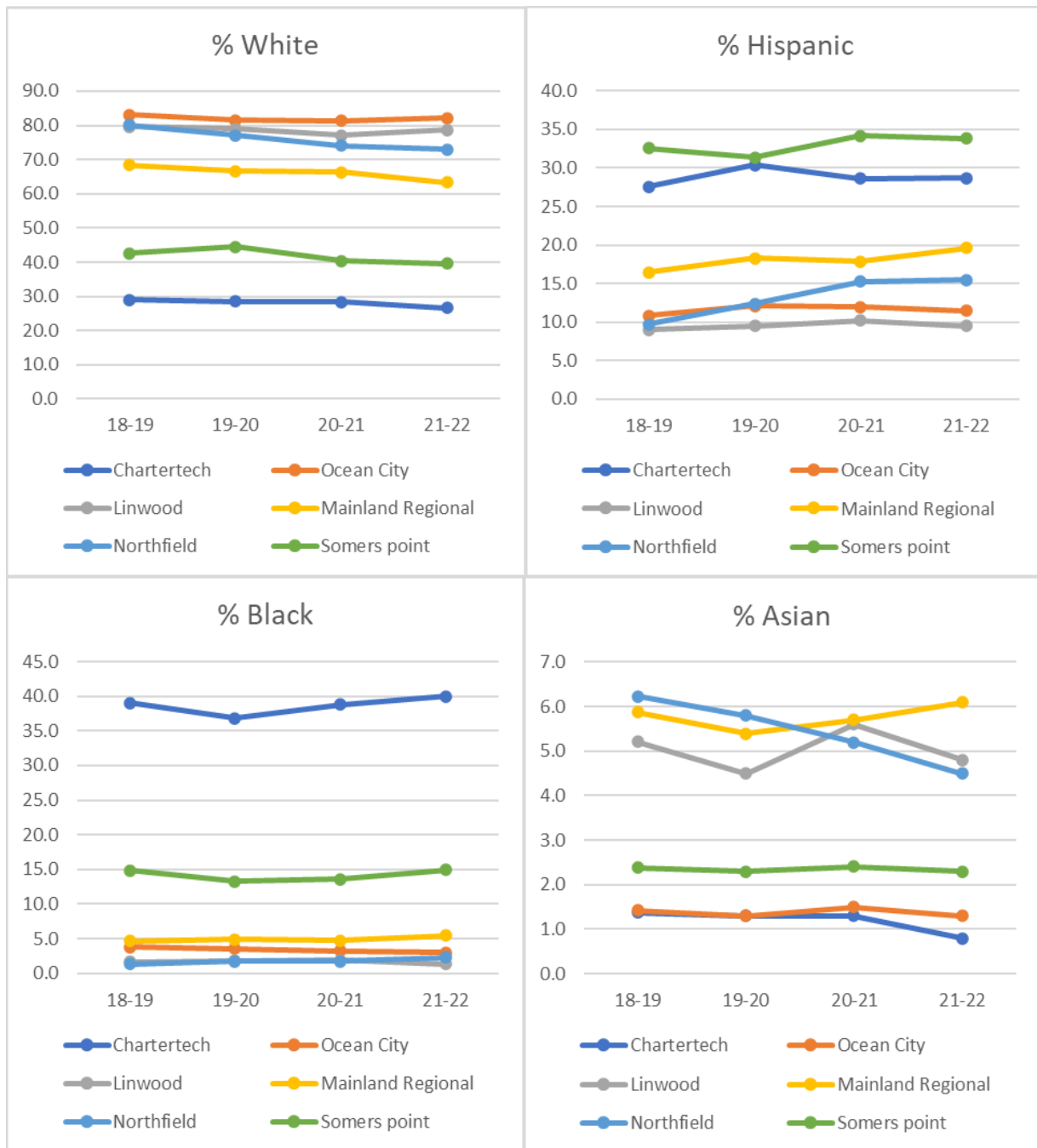
Max Enrollment Chart from the Previous Charter Term

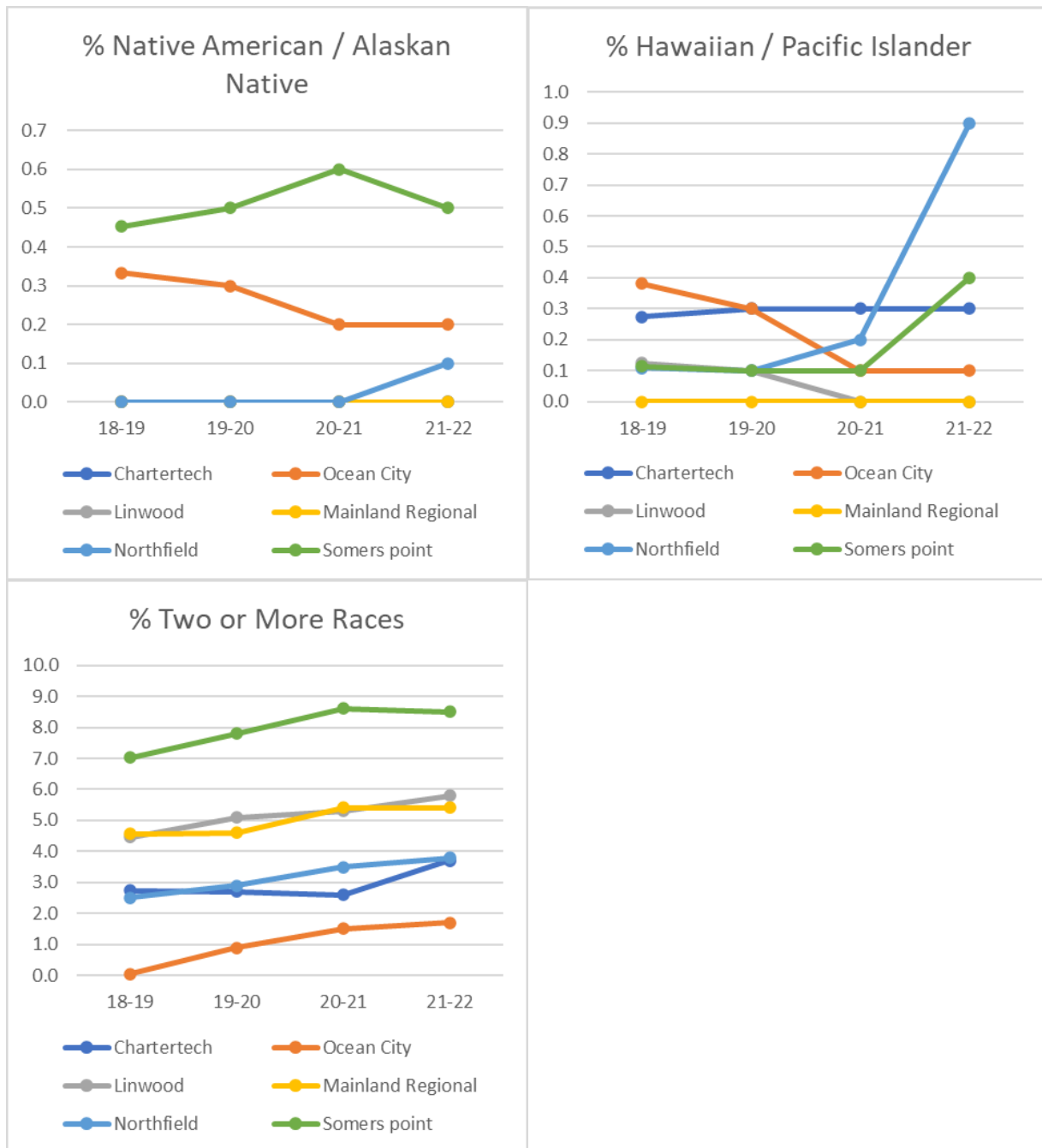
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K					
1					
2					
3					
4					
5					
6					
7					
8					
9	100	100	100	100	100
10	100	100	100	100	100
11	100	100	100	100	100
12	100	100	100	100	100
Total	400	400	400	400	400

Charter Demographics

On an annual basis, pursuant to *N.J.A.C. 6A:11-2.2(c)*, the Department assesses the student composition of a charter school and the segregative effect that the loss of the students may have on its district of residence. A charter school annually submits data to the Department, no later than 4:15 PM on June 1, to inform the assessment. The assessment is based on the enrollment from the initial recruitment period pursuant to *N.J.A.C. 6A:11-4.4(b)*.

The Department compares the enrollment demographic information of a charter school as they relate to their sending or host district(s) by percentage of students enrolled in any given demographic category. The following charts detail such enrollment differentials by percentage of total enrolled students enrolled by the charter and sending districts.





Summary Report Structure

The summary report is aligned to the [Performance Framework](#) and is divided into Academic, Financial and Organizational sections. The Academic Performance Framework section provides the school's tier rank over the most recent term of the school's charter. The Financial Performance Framework section shows how the school performed against the standards set forth in the Financial Indicators over the most recent charter term. The Organizational Performance Framework section describes the school's performance against the criteria outlined in the Organizational section and includes information gathered primarily through the review of the annual report, renewal application and the renewal site visit.

Indicators and Criteria

Within each performance area, there are multiple indicators. For each indicator, the Framework provides a number of criteria, or standards, by which the Department evaluates charter schools. For each indicator, the school will receive a rating.

Findings and Ratings

This section presents the team's findings based on its review of the school. Data and information presented below were primarily gathered through an analysis of academic performance, the renewal application, annual report, site visit documents, classroom observations, interviews with key stakeholders, and audit and financial information presented over the last term of the school's charter. For a full list of the sources of evidence used, please see the Performance Framework.

Academic Performance Framework			
Tier Rank			
2018-2019			
3-5	6-8	9-12	Sum
N/A	N/A	2	2

The Department did not establish a Tier Rank for school years 2019-2020, 2020-2021, or 2021-2022, due to an absence of statewide assessment data in school years 2019-2020 and 2020-2021, and an absence of student growth percentile in the 2021-2022 school year.

Organizational Performance Framework		
Indicator	Summary Analysis	Rating
1.1 Mission and key design elements The school is faithful to its mission and has implemented the key design elements included in its charter.	According to its 2023 Renewal Application and the 2022 Annual Report, Chartertech High School for the Performing Arts's (Chartertech) mission is "to provide students the opportunity to blend principles of Artistic expression with cutting-edge technology, so students will excel in academic, career, and civic pursuits and contribute to the harmony and productivity of the 21 st century." Chartertech's Renewal Application and 2022 Annual Report explain that the school's key design elements are derived from	Partially Meets Standard

	the mission and educational philosophy. As stated in submitted documentation, Chartertech's key design elements include a unique and artist centered education in the performing arts, a comprehensive college prep high school academic curriculum, the study of the arts within the academic program and accredited Career and Technical Education (CTE) High School, Intervention and Enrichment period and student clubs and organization. Interviewed stakeholders described how these elements determine the structure of the school's program, albeit with more detail regarding the school's artistic and technological foci. Based upon stakeholder interviews, classroom observations and document review, the Department has determined that while Chartertech is faithful to its mission, it has not consistently implemented the provision of a comprehensive college prep high school academic curriculum. Interviewed stakeholders acknowledged that historically, the school's mission-specific commitment to providing an artist-based education has driven program priorities.	
Indicator	Summary Analysis	Rating
1.2 Curriculum The school has a comprehensive curriculum.	As described in the Renewal Application and confirmed through document review, Chartertech's curriculum may be aligned to the New Jersey Student Learning Standards (NJSLs). A review of submitted curricular documents also appears to confirm the integration of technology and the performing arts within each content's curriculum when applicable; however, it is unclear whether the school provides instructional resources to address the needs of all learners. Additionally, it is unclear whether all curricular resources utilized by teachers undergo a comprehensive process to ensure standard and mission alignment. The Renewal Application and stakeholder interviews describe the process for selecting, developing, reviewing and revising curriculum on a case-by-case basis during weekly and yearly Professional Learning Communities (PLCs). Interviewed administrators also identified a pilot program consisting of two coaches, or selected teachers, to guide and inform staff on how to integrate the arts across all content areas; however, in a discussion about curriculum organization and preferred programs, interviewed staff members stated that most program resources were individually created and implemented by the content area teacher. Further, a process that ensures administration or content area supervisors review these original	Partially Meets Standard

	resources did not appear to be evident. Though stakeholder interviews appear to confirm Chartertech's effort to "combine the freedoms of Artistic expression with NJSLS" as stated in the Renewal Application, it is unclear whether the curricular documents are updated when necessary or whether instructional design is loyal to the school's curriculum.	
Indicator	Summary Analysis	Rating
1.3 Instruction The school demonstrates high-quality instruction across all classrooms.	Chartertech's staff does not appear to possess a shared understanding of high-quality instruction. As described in the Renewal Application, Chartertech teachers focus on "setting rigorous, measurable learning goals; individualizing instruction to meet Artist needs; high levels of Artist engagement; and high-quality assessments to determine if Artists have achieved the learning goals and where additional instruction may be needed." Although observed arts courses consistently presented high-quality lessons and strong student engagement, observed academic courses struggled to achieve the same, with issues of slow instructional pacing and student engagement noted throughout. Submitted documents state that Chartertech has begun to implement an Intervention and Enrichment period at the start of each school day. Department representatives observed multiple Intervention and Enrichment blocks during the Renewal Site Visit, and most did not appear to maximize academic learning time or demonstrate a classroom environment that utilized intervention and enrichment learning strategies. For example, there did not appear to be one-on-one instruction or small group reteaching. Instead, most artists observed in these classes appeared to sit quietly for the duration of the period. According to the Renewal Application, Chartertech defines high-quality instruction as teaching that is engaging and standard-based with well-planned, artist-centered lessons. Interviewed teachers and students described the extent to which teachers work to intertwine arts and core academic content, making use of the interdisciplinary nature of the artistic program. However, it was unclear how this process was managed to ensure rigor and adherence to the NJSLS in core content instruction. Despite the reference to NJSLS in lesson plans reviewed during the Renewal Site Visit, it was unclear whether the instruction observed in some classes was aligned to NJSLS. When discussing lesson planning, interviewed teachers described their flexibility in creating and utilizing their own resources for classes, yet these teachers did not clarify a schoolwide method for ensuring alignment to NJSLS.	Does Not Meet Standard

Indicator	Summary Analysis	Rating
1.4 Assessment The school has an assessment system that improves instructional effectiveness and student learning.	Chartertech’s 2022 Annual Report as well as interviewed stakeholders described the College Board suite of assessments as the school’s primary diagnostic assessment tool. The Department maintains significant concerns regarding the use of College Board tools due to its misalignment with the NJSLs and its efficacy as a diagnostic assessment tool. Interviewed stakeholders and the 2022 Annual Report failed to clearly describe the purpose for adopting these assessments. The Annual Report and Renewal Application list various local formative and summative assessments with little explanation for how the school ensured consistency or standardization across classrooms. In relation to Chartertech’s choice of assessment, the school did not demonstrate effective use of data to influence the school’s academic program. Although the 2022 Annual Report and interviewed stakeholders described the use of formative assessments informing interventions and additional support for students, the SAT and ACT were not designed for such purposes, limiting the viability of interventions influenced by these assessments. Interviewed stakeholders also described weekly SAT preparatory lessons in ELA, which may come at the cost of standards-aligned instruction. Additionally, interviewed stakeholders described multiple examples of classroom content to which the College Board assessment suite did not align properly. These stakeholders also recalled occasions when curriculum was adjusted to better match the assessments. Lastly, it was unclear how Chartertech scored or analyzed assessments or translated results to actionable adjustments to instructional practice. Interviewed teachers described creating classroom content in the style of the SAT, further suggesting instruction may be shifting to meet the diagnostic assessment rather than the NJSLs. Chartertech maintains competent data reporting procedures through the use of the Genesis platform to share student performance information with parents and families. With regularly scheduled letters sent directly to homes and email notifications alerting families of incoming letters, Chartertech maintains strong relations with its stakeholders. Chartertech also maintains competent tiered support and intervention practices, but the lack of an appropriate assessment to inform the interventions may diminish the potential impact.	Does Not Meet Standard

Indicator	Summary Analysis	Rating
1.5 Organizational capacity The school has a clear and well-functioning organizational structure that leads to continuous improvement.	Chartertech appears to possess clear and well-understood systems for decision-making; however, the Department maintains moderate concerns regarding the efficacy of these systems to support continuous improvement. According to the Renewal Application and 2022 Annual Report, Chartertech is governed by a board of trustees which performs the necessary governance functions including approving policies, setting budgets, setting goals, evaluating administration and ensuring the school is fulfilling its mission; however, the two documents slightly differ in their descriptions of the school's leadership. The 2022 Annual Report describes an organizational structure led by the school's lead person and school business administrator (SBA) and supported by the vice principal of artistic services and the vice principal of curriculum, instruction, and data, while the Renewal Application delineates the supporting staff as teachers of special assignment, a conduct officer and an artistic coordinator followed by the vice principals of artistic services and curriculum, instruction and data. Interviewed administrators indicated that the addition of the teachers of special assignment is part of a pilot program to allow more support for instructional staff with implementation of the arts, while the Renewal Application identifies the conduct officer and artistic coordinator as "vital" to the maintenance, growth and success of the school. Decision-making at Chartertech is collaborative in design and includes the examination of three key questions, with the school's lead person providing recommendations to the board of trustees for approval. The board of trustees evaluates the lead person and the SBA annually using criteria related to the chief responsibilities of each individual's role. As previously mentioned, Chartertech's administration has implemented pilot programs to increase supports for teachers; however, it is unclear whether the school's professional development plan offers sufficient training and coaching in lesson and curricular resource alignment to the NJSLS. The Renewal Application identifies Chartertech's efforts to increase peer-to-peer coaching through weekly Professional Learning Community (PLC) meetings and its use of the Marzano Focused Teacher Evaluation tool to evaluate and coach instructional staff throughout the school year; however, teacher interview	Partially Meets Standard

	responses indicate that PLCs are often majorly focused on the school's mission to successfully integrate the arts in all content areas. Additionally, interviewed teachers stated that although they are required to submit weekly lesson plans, they do not always receive constructive feedback. While Chartertech appears to provide ample opportunities for professional collaboration among staff, submitted documentation and stakeholder interviews did not support the implementation of a comprehensive professional development plan that includes internally and externally facilitated trainings relevant to all facets of effective instructional implementation and growth.	
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Indicator	Summary Analysis	Rating
2.1 School culture and climate The school promotes a culture of high expectations and is safe, respectful and supportive.	The Renewal Application asserts that Chartertech promotes a culture of learning, scholarship and high expectations through its arts-intensive education program. Reviewed documentation and stakeholder interview responses confirm the school's commitment to maintaining high standards for student behavior as demonstrated by its schoolwide professionalism goal, yet the Department maintains concerns regarding the postsecondary placements of its graduating artists. Despite these concerns, the Department acknowledges the welcoming culture that the school has created for its students. Multiple stakeholder groups appreciated the supportive and safe environment that Chartertech has created for them. According to Chartertech's Renewal Application, the three goals identified to promote a culture of learning, scholarship, and high expectations are professionalism, SAT success and Writing to Learn. Interviewed stakeholders described some aspects of the SAT success and Writing to Learn initiatives; however, they were unable to articulate the specific criteria used to determine students' progress toward these goals. On the day of the Renewal Site Visit, Chartertech's interviewed stakeholders spoke about the numerous performance opportunities scheduled throughout the year which celebrate the school's artists. Interviewed staff members expressed their strong satisfaction with the school which is evidenced by the stable levels of teacher retention reported throughout the charter term. Each Annual Report submitted within the past four years cites an average teacher retention rate of 90 percent, with the 2020 Annual Report reporting the charter term's highest level of teacher retention at 92.86 percent.	Partially Meets Standard

Indicator	Summary Analysis	Rating
2.2 Family and community engagement The school actively engages families and the community towards achieving its mission.	It appears that Chartertech has established strong relationships with a portion of the students' parents and guardians. While Annual Reports submitted throughout the charter term indicate that only 15 percent of students' families completed the school's annual surveys, approximately 95 percent of participating parents and guardians expressed satisfaction with the school's learning environment. Additionally, submitted documentation confirms that Chartertech has been able to maintain parent or guardian membership on the school's board of trustees, with at least one active member serving throughout the charter term. The Renewal Application also lists several school events open to parent and guardian participation with in-person, hybrid and virtual attendance available to meet the needs of all families. These events include virtual tours, artist productions and various events sponsored by the Parent Teacher Organization (PTO). As described in the 2022 Annual Report and the Renewal Application, Chartertech has established and maintained partnerships with educational programs and community organizations that align with its mission and key design elements. Chartertech holds educational partnerships with Atlantic Cape Community College and Stockton University to allow students the opportunity to earn dual credit in select Honors courses. Additionally, submitted documentation confirms Chartertech's articulation agreement with Rowan University to provide students with the opportunity to take advanced Dance and Musical Theater courses. The school has also partnered with community organizations such as Somers Point Police Department, Frank's Towne 16 Stadium, Oceanview Nursing Home and American Red Cross.	Meets Standard

Indicator	Summary Analysis	Rating
3.1 Board capacity The board has the capacity to govern the school effectively.	Chartertech's Board of Trustees has demonstrated the capacity to govern the school effectively. Interviewed board members confirmed the board's broad representation of skills with members possessing expertise in public school education, school business administration, human resources and performing arts. At the time of the visit, the board possessed seven members, two of whom are parents or guardians of current Chartertech students and two members who are Chartertech alumni. According to submitted documentation, the board has conducted an annual self-evaluation at the close of each school	Meets Standard

	year during the charter term using the New Jersey School Boards Association (NJSBA) board self-evaluation tool. The board has also conducted annual evaluations of the chief school administrator (CSA) using a narrative tool that assesses the CSA's leadership skills and communication with the school's stakeholder groups. Interviewed board members explained that as a small governing body, the board typically operates as a board of the whole but has established committees for larger plans. Like many of the interviewed Chartertech stakeholder groups, board members celebrated the school's return to in-person instruction while acknowledging the challenges of reacclimating the Chartertech community to school following the Covid-19 public health emergency. These board members expressed excitement regarding the school's re-established PTO which has supported the school's efforts to build community through hosting in-person events such as the school's freshmen showcases. The Chartertech Board of Trustees has displayed a commitment to adhering to its bylaws as well as applicable statute and regulations pertaining to New Jersey public school boards. During the 2021-2022 school year, the Chartertech Board revised its bylaws to require between five and seven members instead of the seven to nine voting members required earlier in the charter term. As evidenced by the submitted documentation, the Chartertech Board of Trustees has maintained compliance with its bylaws regarding the number of voting board members during each year of the charter term. The 2022 Annual Report also confirms that the board has quickly adapted to <i>N.J.S.A. 18A:36A-11.2</i> which requires that all charter schools serving grades nine through 12 include a minimum of one student selected by the student body to serve as a nonvoting student representative to the board.	
Indicator	Summary Analysis	Rating
3.2 Compliance The board complies with relevant laws and regulations.	The Chartertech Board of Trustees has complied with relevant laws and regulations guiding board membership. In accordance with <i>N.J.A.C. 6A:11-4.12</i> , Chartertech's Board Meeting minutes are up to date and posted on the Chartertech website. According to every Annual Report submitted during this charter term, all identified board members completed the requisite NJSBA trainings and maintained compliance with the mandatory criminal background check, per <i>N.J.A.C. 6A:11-3.1(d)</i> .	Meets Standard

Indicator	Summary Analysis	Rating
4.1 Access and equity The school demonstrates a commitment to serving and meeting the needs of all students, especially the highest need students requiring special education services, students who are English Language Learners, students who qualify for free or reduced-price lunch and other underserved or at-risk populations.	After reviewing Chartertech’s Annual Reports and submitted documents, the Department maintains some concerns regarding the charter school's application procedures. The Department’s Guidelines for Access and Equity in New Jersey Charter Schools requires that initial charter school enrollment forms restrict the information requested to basic student and guardian information. The Chartertech initial application requires that applicants respond to the question, “How did you hear about Chartertech High School for the Performing Arts?” In accordance with the Department’s guidance, this question is not appropriate to ask during the initial enrollment process but may be requested during the registration process after a student has been selected through the initial enrollment. Relatedly, with the exception of the 2019 Annual Report, Chartertech’s Annual Reports do not include an established application submission deadline as required by the Department’s guidance. Instead, these reports indicate that the charter school has relied upon a “rolling admission” which does not align with Department guidance which requires charter schools to maintain an application deadline and avoid enrolling students on a first-come, first-served basis. An additional measure used to evaluate a charter school's commitment to providing an accessible and equitable program is the school's compliance with the state laws and regulations regarding suspension and expulsion. Based upon submitted documentation, it appears that Chartertech began the charter term with 22 percent of its enrolled students assigned an out-of-school suspension and ended with a 23 percent out-of-school suspension rate. In contrast, the Annual Reports submitted during the intervening school years reported much lower out-of-school suspension rates. When questioned about the school’s disciplinary trends, interviewed stakeholders cited the school’s renewed focus on exploring positive behavioral disciplinary strategies to address student needs. Interviewed stakeholders described the school’s approach to discipline which includes the convening of its Disciplinary Advisory Committee. These stakeholders explained that the assignment of an out-of-school suspension is a team decision and the school initiates homebound instruction when an artist is suspended. While it appears that Chartertech’s disciplinary policies have not violated	Partially Meets Standard

	state law or regulation, the school's fluctuating out-of-school suspension rates warrant continued review.	
Indicator	Summary Analysis	Rating
4.2 Students with disabilities The school complies with state and federal special-education laws and provides a high-quality learning environment for all students.	Chartertech maintains systems to identify and serve students with disabilities in accordance with state and federal special education laws. The Renewal Application describes the school's strategy for identifying students in need of special education services. The process includes referral, identification, evaluation, eligibility, individualized education program creation, annual review, reevaluation and parental consent. The school maintains an Intervention and Referral Services Program (I&RS) and interviewed staff confirmed that approximately ten students were receiving I&RS supports at the time of the visit. These staff members confirmed that as a high school, many of the school's students with disabilities (SWD) enroll with existing individualized education programs (IEPs) and the school's child study team (CST) conducts a review of the IEPs within 30 days in accordance with statute and regulation. Interviewed staff stated that 100 students with IEPs enrolled at Chartertech and based upon these students' IEPs, the school provides both in-class resource and pull-out replacement services. Additionally, Chartertech provides related services such as counseling, tutoring, occupational therapy, physical therapy and speech and language therapy. Interviewed staff members reported that none of the school's students were placed out-of-district during the charter term. At the time of the visit, stakeholders confirmed that the school employs seven certified special education teachers who provide instruction to the school's SWDs. Interviewed administrators stated that the school's CST is comprised of a contracted school social worker, learning disabilities teacher consultant (LDTC) and school psychologist who are all overseen by Chartertech's director of artist services.	Meets Standard
Indicator	Summary Analysis	Rating
4.3 English language learners The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.	Chartertech possesses systems to identify and educate students in need of English language learner (ELL) services and to comply with applicable laws and regulations related to ELL requirements. According to the Renewal Application, the identification process for students who are ELLs begins by conducting home-language surveys during the registration process. Students without existing ELL status who indicate a home-language other than English are reviewed using the	Meets Standard

	multiple measures prescribed by the Department and are administered an approved English language proficiency assessment if a review warrants assessment. At the time of the Renewal Site Visit, interviewed staff confirmed that fewer than ten ELL students were enrolled at Chartertech. Interviewed staff stated that the school's English as a second language (ESL) program provides each ELL student with a minimum of a daily 40-minute ESL instructional period facilitated by an ESL teacher. These administrators stated that the school employs one certified, full-time ESL teacher who had recently completed Sheltered English Instruction Protocol (SIOP) training through Stockton University. This ESL teacher is expected to turnkey the SIOP training to the general education staff with the eventual goal being that every Chartertech general education teacher become fully trained in SIOP.	
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Performance Area 5: Compliance		
Indicator	Summary Analysis	Rating
5.1 NJ SMART compliance The school submits critical information punctually and accurately via NJ SMART.	No NJ SMART compliance issues noted during the current charter term.	Meets Standard
5.2 OCRS reporting compliance The school submits critical information punctually and accurately to the OCRS.	No OCRS reporting issues noted during the current charter term.	Meets Standard
5.3 Other compliance The school materially complies with state/ federal law and reporting requirements	No other compliance issues noted during the current charter term.	Meets Standard

Financial Performance Framework				
1. Near Term Indicators				
Measure	2018-2019	2019-2020	2020-2021	2021-2022
1a. Current ratio (working capital ratio) Current Assets divided by Current Liabilities	6.88	6.52	0.84	Pending receipt of FY22 Audit
1b. Unrestricted days cash Unrestricted Cash divided by (Total Expenses / 365)	89.63	85.95	174.14	Pending receipt of FY22 Audit
1c. Enrollment variance Actual Enrollment divided by Enrollment Projection in Board-Approved Budget	100%	99%	100%	98%
1d. Default	No	No	No	Pending receipt of FY22 Audit

2. Sustainability Indicators				
Measure	2018-2019	2019-2020	2020-2021	2021-2022
2a. Cash flow			\$2,225,804	Pending receipt of FY22 Audit
2b. Debt service coverage ratio: (Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)	2.04	2.55	5.29	Pending receipt of FY22 Audit

3. Financial Compliance Indicators		
Measure	Summary Analysis	Rating
3a. Financial audit	To date, Chartertech has maintained financial stability as confirmed by: • Annual Independent Audit with unqualified audit opinions • Annual Independent Audits devoid of significant conditions or internal control weaknesses • Independent Auditor's Management Reports with no significant or "Repeat" findings • On-time submission and completion of Annual Independent Audits and Corrective Action Plans	Meets Standard
3b. Financial management and compliance	The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by: • Employment of an SBA • Submission of periodic financial reports as required by the Department • On-time submission and completion of annual and revised budgets • Submission of a viable projected budget for years 2022-2023 to 2027-2028	Meets Standard