

RENEWAL PROPOSAL

COLORADO CHARTER SCHOOLS PROGRAM

IMPLEMENTATION GRANT

2014 – 2015

For program and proposal questions contact:

Kelly Rosensweet (rosensweet_k@cde.state.co.us or 303-866-6848)

Gina Schlieman (schlieman_g@cde.state.co.us or 303-866-6790)

For fiscal/budget questions contact:

Marti Rodriguez (rodriguez_m@cde.state.co.us or 303-866-6769)

Issued by:



Colorado Department of Education

Schools of Choice Unit

201 E. Colfax

Denver, CO 80203

<http://www.cde.state.co.us/cdechart/index.htm>

TABLE OF CONTENTS

TABLE OF CONTENTS	3
2014-15 GRANT CALENDAR.....	ERROR! BOOKMARK NOT DEFINED.
Background	8
Purpose of the Grant	8
Eligible Applicants	8
One-Time, Significant Expansion of an Existing Charter School.....	10
Multiple Charters	10
Educational Service Providers.....	10
Lottery & Enrollment Requirements	11
Exemptions from the Lottery	11
Weighted Lotteries	11
Preschool and Kindergarten Enrollment.....	13
Enrollment Policy	13
Available Funds	14
Duration of Grants.....	14
Uses of Funds	14
Participation, Evaluation & Reporting	15
Technical Assistance	15
Evaluation	15
Reporting	16
Grant Technical Assistance	16
Review Process.....	17
Award Process and Start Date	17
Submission Process and Deadline.....	18
Required Elements.....	19
Application Format	20
Technical Assistance Information	21
Budget Instructions	23
General Guidelines & Restrictions	23
Object Categories.....	25
References and Additional Guidance.....	27
FINAL CHECKLIST – CCSP RENEWAL PROPOSAL FOR THE IMPLEMENTATION GRANT	28

PART IA: COVER PAGE (COMPLETE AND ATTACH AS THE FIRST PAGE OF PROPOSAL)	29
PART IB: CERTIFICATION AND ASSURANCE FORM	31
SELECTION CRITERIA & EVALUATION RUBRIC	37
Part I: Cover Page No Points	37
Parts II: Narrative 25 Points	37
A. Executive Summary	37
B. Progress toward Grant Project Goals	37
C. Budget Narrative	38
D. Accountability and Accreditation	38
E. Continued Operation.....	39
Parts III: Appendices No Points	40
APPENDIX D: TECHNOLOGY PLAN	42
APPENDIX E: SCHOOL LIBRARY PLAN	44
APPENDIX F: PROFESSIONAL DEVELOPMENT PLAN	45
APPENDIX G: PERFORMANCE MANAGEMENT PLANS	47
APPENDIX I: TECHNICAL ASSISTANCE PROPOSAL – IMPLEMENTATION GRANT	49

Colorado Charter Schools Program 2014-15 Grant Calendar

July 1, 2014, Tuesday	Reminder	REMINDER: Year 2 & 3 CCSP Grant recipients can begin incurring expenses for the 2014-15 grant years, though expenses cannot be reimbursed until the 2013-14 Annual Financial Report (AFR) is submitted and initial 25% of 2014-15 award is released.	11:00 AM
August 15, 2014, Friday	Deadline	DUE DATE: Final 2013-14 RFF for the CCSP Grant (For all subgrantees <u>not</u> receiving an extension)	11:00 AM
August 21, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Writers Boot Camp	9:00 AM - 4:00 PM
August 27, 2014, Wednesday	Deadline	DUE DATE: CCSP Grant Tier I Intent to Submit & Eligibility Forms	11:00 AM
August 28, 2014, Thursday	Event	CCSP Implementation Grant Writers Training Webinar	12:00 PM - 2:00 PM
September 3, 2014, Wednesday	Deadline	DUE DATE: CCSP Start-up Grant Reviewers - Applications Due	11:00 AM
September 5, 2014, Friday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
September 10, 2014, Wednesday	Event	CSSI Team PD Day - <i>by invitation only</i>	8:30 AM - 12:30 PM
September 12, 2014, Friday	Event	Board Fundamentals	9:00 AM - 2:00 PM
September 12, 2014, Friday	Deadline	DUE DATE - CCSP Tier I Start-up Grant Draft - First Submission Deadline to Writing Consultant (optional)	11:00 AM
September 15, 2014, Monday	Deadline	EXTENDED DUE DATE - Final 2013-14 RFF for the CCSP Grant (For all subgrantees receiving an extension)	11:00 AM
September 16, 2014, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
September 17, 2014, Wednesday	Deadline	REMINDER: Constitution Day - all schools receiving federal funding are required to teach to the U.S. Constitution on this day.	
September 17, 2014, Wednesday	Event	CSSI Team PD Day - <i>by invitation only</i>	12:30 PM - 3:30 PM
September 18, 2014, Thursday	Event	CCSP Grant Budget Workshop	2:00 PM - 5:00 PM
September 19, 2014, Friday	Event	Annual Finance Seminar	9:00 AM - 3:00 PM
September 24, 2014, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
September 29, 2014, Monday	Deadline	NORMAL SUBMISSION DEADLINE: CCSP Implementation Grant Renewal Proposals (Response provided by October 14, 2015)	3:00 PM
September 30, 2014, Tuesday	Deadline	DUE DATE: CCSP 2013-14 Annual Financial Report (For all 2013-14 subgrantees)	11:00 AM
September 30, 2014, Tuesday	Deadline	DUE DATE: CCSP Final Report (For all 2013-14 Year-3 subgrantees)	11:00 AM
October 15, 2014, Wednesday	Deadline	SUBMISSION DEADLINE: CCSP Tier I Start-Up Grant Application	11:00 AM
October 16, 2014, Thursday	Event	CCSP Tier I Start-Up Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM - 4:00 PM
October 21, 2014, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM

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

April 24, 2015, Friday	Event	Board Continuing Development Meeting and Webinar	2:00 PM - 5:00 PM
May 1, 2015, Friday	Event	Western Slope Combined Seminar	9:00 AM - 3:00 PM
May 8, 2015, Friday	Event	Authorizers Meeting (optional lunch 12:00 - 1:00)	9:00 AM - 1:00 PM
May 6, 2015, Wednesday	Event	Regional Luncheon (optional tour 1:15 - 1:45)	11:30 AM - 1:00 PM
May 15, 2014, Friday	Event	Business Managers Network Meeting	9:00 AM - 3:00 PM
June 1, 2015, Monday	Deadline	DUE DATE: CCSP Grant Request to Extend funding period to July 31, 2015	11:00 AM
June 5, 2015, Friday	Event	Board Fundamentals	9:00 AM - 2:00 PM
June 9, 2015, Tuesday	Event	Administrator Mentoring Cohort (AMC)	8:00 AM - 4:30 PM
June 30, 2015, Tuesday	Reminder	REMINDER: Ensure your waivers to state statutes have been approved.	
June 30, 2015, Tuesday	Reminder	REMINDER: End of fiscal year for all grants (All grant funds must be obligated; Technical Assistance Request Forms due)	

Grant calendar updates can be found at: <http://www.cde.state.co.us/cdechart/grantcalendar.htm>

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

COLORADO CHARTER SCHOOLS PROGRAM GRANT 2013 - 2014

Background

Authorized by Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110), the Federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose to increase national understanding of the charter school model and expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design and initial implementation of new charter schools; and to evaluate the effects of charter schools, including their effects on students, student academic achievement, staff, and parents.

Purpose of the Grant

CDE has received a competitive grant under this Federal program for \$44,365,214 over 2010-2015 to carry out the following objectives within Colorado:

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

In carrying out these objectives, the Colorado Charter Schools Program (CCSP) provides sub-grants to qualified charter school developers for the planning phase and/or early years of implementation of new charter schools through the CCSP grant and assists new and existing charter schools within Colorado to support and improve their performance through coordinating and facilitating quality Technical Assistance. CDE retains 5% of these federal grant funds for CCSP statewide activities.

Eligible Applicants

In order to be eligible to apply, applicants must meet the definition of a New Charter School or a One-time, Significant Expansion.

All CCSP Start-Up Grant applicants must demonstrate they meet the following federal definition of a new “charter school” in the ESEA (P.L. 107-110, Section 5210(1)) in order to be eligible for Colorado Charter Schools Program Grant funds:

- a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements outlined in subsequent paragraphs below;
- b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;

- c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
- d) Provides a program of elementary or secondary education, or both;
- e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- f) Does not charge tuition;
- g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, and Part B of the Individuals with Disabilities Education Act;
- h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i) Agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- j) Meets all applicable Federal, State, and local health and safety requirements;
- k) Operates in accordance with State law; and
- l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured pursuant to state assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

In addition, CCSP Start-up Applicants must demonstrate eligibility as either a "New Charter School" or a "One-Time, Significant Expansion" of an existing charter school, as outlined here:

New Charter School

For the purposes of this CCSP Grant, CDE defines a "new" charter school as either a brand new Start-Up school that did not previously exist or a "Conversion" school that is a public school that has substantially changed its curriculum, staff &/or school design, either voluntarily or involuntarily, in order to increase student academic performance as part of a turnaround process.

Schools that have received a Start-Up or Implementation Grant under another school name or before being reconstituted are not eligible, unless they meet the One-Time, Significant Expansion definition below.

A charter school applying under the Tier I round may be recommended for a grant award prior to having a signed contract with their Authorizer; however, no award will be issued until evidence of a signed, executed charter contract is submitted to the Schools of Choice Office at CDE (no later than April 1st following application). If a Start-Up application is submitted and a subsequent appeal hearing before the State Board of Education fails, the application will not be considered by the review team.

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

One-Time, Significant Expansion of an Existing Charter School

U.S. Department of Education has authorized the Colorado Department of Education to issue on its behalf waivers to section 5202(d)(1) of the ESEA to allow highly successful charter schools in Colorado that have previously received a CCSP subgrant to be eligible for one additional subgrant for the purpose of substantial expansion, so long as the following criteria are met:

- The expanding school must demonstrate it fully completed the requirements of any previous CCSP subgrant.
- There will be an increase in the student count of the existing school by more than 50 percent or at least two grade levels over the course of the grant, and this expansion must go beyond the original grades and/or enrollment levels for which the school received its original charter planning and implementation sub-grant.
- The subgrantee receiving a second CCSP grant will not use funds to carry out the same specific project or activities from a previous CCSP grant. (ie, You cannot use the grant to assist any of the existing grade levels)
- The expanding school must demonstrate and maintain outstanding academic performance and a strong operational history. (This has been identified as a school having a “Performance” rating on their state 3-year School Performance Framework, SPF, at the time of application)
- The subgrantee will have applied for a CCSP grant through the normal process, and have received a score high enough to secure an award offer. (ie, your application would still be subject to the normal submission deadlines and review criteria of a CCSP Start-up Grant)

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

Eligibility for application for the CCSP Grant as a One-Time, Significant Expansion will be assessed based on the above conditions and verified through submission of the “Intent to Submit” form & “Eligibility Form” documents.

Multiple Charters

The [January 2014 CSP Nonregulatory Guidance](#) strictly prohibits CDE from funding a New Charter School that is a part of a school system that automatically transitions students from one charter into a related charter school. If applying for the CCSP grant as a New Charter School, the applicant school must demonstrate that it is “separate and distinct” from other school(s) operating under the same charter contract or under one governing board. Schools systems that want to automatically transition students from one charter into a related charter school can apply for the CCSP grant as a One-Time, Significant Expansion and still maintain an admissions pipeline to automatically transition students so long as the students flowing into the applicant school would only transition automatically from one other school.

Educational Service Providers

Schools choosing to engage a for-profit or non-profit Educational Service Provider (ESP) or Education Management Organization (EMO) **must** demonstrate that they and their governing boards are

independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP Grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP, is identified to administer the grant. [34 CFR 75.700-75.702 and 76.701] Contracts between schools and ESPs will be subject to review as a part of the eligibility process.

Lottery & Enrollment Requirements

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

Exemptions from the Lottery

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

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

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

Weighted Lotteries

Colorado has secured approval from the federal Charter Schools Program (CSP) to allow for the use of weighted lotteries by CCSP grant applicants according to the parameters outlined below.

This policy seeks to enable high quality charter schools to enrol and serve more educationally disadvantaged students in an effort to ensure all students in the state are ensured the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.

Colorado Charter Schools applying for a CSP subgrant may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (eg. two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with

two or more chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below, and must be pre-approved by the grant applicant’s authorizer and the CDE Schools of Choice Process.

Category A: Weighted lotteries for schools within geographic school district with desegregation or federal/court orders issued to comply with title VI of the Civil Rights Act of 1964; title IX of the Education Amendments of 1972; section 504 of the Rehabilitation Act of 1973; title II of the Americans with Disabilities Act of 1990, as applicable; the equal protection clause of the Constitution; or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

Category B: Provide additional weights within the lottery for students within one or more of the following sets or subsets of students:

- Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA, which include economically disadvantaged students (eg. free or reduced priced lunch eligible students), students with disabilities (eg. identified with an IEP), migrant students, English Language Learners, neglected or delinquent students, and homeless students.

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

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

Educationally Disadvantaged Student Subsets	Statewide population	Charter population
Economically Disadvantaged PK-12 (FRL Eligible)	41.9%	35.4%
Students with Disabilities (with IEP) PK-12	10.06%	6.22%
English Language Learners PK-12	14.45%	15.53%
Migrant Students PK-12	0.25%	0.09%
Homeless Students PK-12	1.91%	0.81%

Figures are official October pupil count figures for 2013-14.

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

Weighted lottery proposals should be included within the Lottery and Enrollment policy submitted by the school with their Eligibility Form and their subsequent CCSP Start-up Grant Application where they

will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP non-regulatory guidance, statute, and regulation.

Before any potential CCSP grant funds could be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy would require authorizer and CDE Schools of Choice approval.

What to include in your CCSP Grant Eligibility Form:

- A copy of any district or school desegregation or federal/court orders regarding which they are seeking to utilize a weighted lottery (if applicable).
- When seeking to utilize a weighted lottery, the Lottery and Enrollment Policy must include and address the following:
 - Categories and Sets/Subsets of students to receive weights in lottery
 - Amount of weights to be applied to each category/set/subset
 - Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified).
 - Description of mechanism(s) and/or processes that will be utilized to carry out weighted lottery, including district oversight of process.
 - Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

Preschool and Kindergarten Enrollment

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

Enrollment Policy

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

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

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

Available Funds

Implementation Grants awarded as a result of this renewal process average approximately \$200,000 per year and are based on the school's Start-Up grant awarded amount.

This Renewal Process to continue grant funding is not competitive, but is subject to available Federal funds, the appropriateness of the Renewal Proposal concerning the grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the Start-Up application. Implementation Grant applications may be submitted by one of three deadlines based on the time frame that works best for the applicant school. A school whose Renewal Proposal does not reach a minimum score will not be funded.

Up to 25% of the anticipated 2014-15 award may be accessed before the Implementation Grant is approved, subject to a completed Annual Financial Report (AFR) for Year 1.

Duration of Grants

The Federal CSP program stipulates that not more than 36 fiscal months of funding be provided to any one CCSP Grant recipient. Thus the Implementation Grant is for sequential years 2 & 3 of the CCSP Grant three-year grant program.

Continuation funding may be terminated if substantial progress is not being made to accomplish the goals articulated in the first-year funded Start-up application or if the charter school fails to make satisfactory student academic progress.

Uses of Funds

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

Under the allowable activities described in the ESEA, Title V, Part B, Section 5204(f)(3), grant funds must be used for the following:

- A. Post-award planning and design of the educational program, including refining results (standards) and measurements (evaluation) of progress toward those results.
- B. Research-based professional development for teachers and other staff that includes [National Staff Development standards](#).
- C. Initial implementation of the charter school including:
 - i. Informing the community about the school,
 - ii. Acquiring necessary equipment and educational materials and supplies,
 - iii. Acquiring, developing or aligning curriculum, and
 - iv. Other initial operational costs.

Further details on allowable use of funds can be found in the [Budget Instructions](#) section of this RFP, as well as in the [CCSP Guidebook](#), which serves as a resource companion for the CCSP Grant and Program.

Participation, Evaluation & Reporting

As the Start-Up Grant is available to new charter schools who are able to:

- Demonstrate eligibility
- Participate in regular required technical assistance
- Budget funds according to federal guidelines
- Comply with reporting requirements, due dates and reviews

Participation is thus an inherent expectation and required in return for funding. Sub-grantees are expected to meet technical assistance, evaluation, and reporting participation requirements. Application indicates acknowledgement and consent to these contingencies.

Technical Assistance

CDE places great value on providing high quality support and training to sub-grantees based on research-proven best practices as a means of ensuring high quality school programs. Sub-grantees will be required to attend a variety of technical assistance events (32 required in total over the three-year grant period) that are intentionally designed to improve each school's chance for success. **NOTE:** Representatives from proposed schools may attend technical assistance events that occur **BEFORE** the Start-Up Grant application is due &/or approved, in anticipation of receiving a grant award. More information is available in the [Technical Assistance](#) section below, and in the [CCSP Guidebook](#).

Evaluation

As a condition of this federal grant, CDE is responsible for evaluating sub-grantees to ensure that they adhere to Federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools three times over three years.

Year 1 - a Desk Review is conducted at the end of Year 1 to ensure that there is a signed contract and waivers on file, Technical Assistance plans are completed, a Charter School Support Initiative (CSSI) visit is scheduled for Year 3, grant award spending is timely, and an Annual Financial Report (AFR) has been submitted.

Year 2 - an Onsite Visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, a review of a checklist of certifications, as well as submission of the AFR.

Year 3 - The CSSI visit is conducted over the course of a 3- to 4-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado's charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvement. The CSSI visit is a requirement of the grant program and may be paid for with grant. More information about the CSSI visit can be found in the Technical Assistance section of the [CCSP Guidebook](#).

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

Reporting

The Schools of Choice Unit at CDE is required to track specific information as a part of its Federal CSP grant.

Sub-grantees will be required to:

- Join CDE's Charter School ListServ (see <http://www.cde.state.co.us/cdechart/joinlistserv.htm>). Multiple people from each school are encouraged to be on this list.
- List current board members, with officers identified, including a phone number and e-mail address for each board member listed.
- Notify SOC of any administrator, leadership, or board turnover at the school during the full three-year grant cycle. Should your School Grant Contact need to change, a request from the governing board will be required to make the change, and the new School Grant Contact will be required to complete a webinar training on grant maintenance.
- Provide information requested via survey and other data collection projects
- Financial Reporting: An **Annual Financial Report (AFR)** is required to be filed within 30 days of Year 1 & Year2 grant end dates. The AFR reports actual expenditures made from the grant. If an AFR is not filed, grantees risk losing their funds for the following year.
- **Final Grant Report.** A final grant report is due to the Schools of Choice Unit at CDE within 30 days of the end of the final budget period (following Year 3). The final report should contain:
 1. Executive Summary (not to exceed one page)
 2. A final report on each grant goal including a summary of the progress made on those goals and objectives.
 3. A report on the Academic Achievement and Growth of the school, including a copy of the school's most recent School Performance Framework (SFP) report and Unified Improvement Plan (UIP).
 4. A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
 5. An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34).
- **Change of Status.** Should the charter school change to non-charter status within ten years of receiving the Colorado Start-Up and/or Implementation grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

Grant Technical Assistance

Those submitting an Renewal Proposal for an Implementation Grant **MUST** participate in one of two **Implementation Grant Writers' Webinars** during the Summer or Fall immediately following their Start-Up (Year 1) Grant. These webinars will be conducted prior to the early and regular submission deadlines for the Renewal Proposals for Implementation Grant. This training will review the aspects of

the Implementation Grant Application process, and will be open only to schools that have just finished their Start-Up Grant year. CDE highly recommends that two or more individuals from each applicant charter school attend this training. (See [CCSP 2014-15 Grant Calendar](#) for dates).

Review Process

Implementation Grant funds are distributed to schools that successfully complete a Renewal Proposal following their Start-Up Grant (year 1). Schools must first apply for and secure a Start-Up Grant to be eligible to apply for an Implementation Grant.

This Renewal Process to continue grant funding is not competitive, but is subject to available Federal funds, the appropriateness of the Renewal Proposal concerning the grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the Start-Up application. Each section of the Renewal Proposal will be rated according to the specific criteria identified in the [Selection Criteria and Evaluation Rubric](#) of this document. CDE program staff will review applications according to these criteria, as well as for completeness, adherence to the certifications of the applicant's Start-up application, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department's General Administrative Regulations (EDGAR) and the basic requirements of the CCSP Grant.

Generally, the Renewal Proposal for an Implementation Grant will be reviewed in light of the sub-grantee's attentiveness to fiscal consideration and responsible use of grant funds to date. The Renewal Proposal is intended to provide an update on the progress the school is making toward its Start-up Grant proposal. Thus, a variety of factors will be considered during the Renewal Process, including but not limited to:

- appropriateness of the proposed budget
- legitimacy and prudence of the planned expenditures within the context of the sub-grantee's overall financial picture
- continued alignment with the Grant Project Goals established in the Start-up Grant proposal
- progress toward Grant Project Goals
- progress toward performance and academic achievement as measured by the Colorado state assessment system (if available)
- evidence the charter school is being operated in accordance with the information provided in the Start-up Grant proposal, including the demonstration of accountability
- student enrollment and need
- explanation of any significant discrepancies between the approved and actual expenditures of the prior grant year

Implementation Grant applications may be submitted by one of three deadlines based on the time frame that works best for the applicant school. A school whose Renewal Proposal does not reach a minimum score will not be funded.

Award Process and Start Date

- Applicants can choose from three submission deadlines identified in the above [CCSP 2014-15 Grant Calendar](#).

- Renewal Proposals will be reviewed and scored within two weeks of each submission deadline, and Grant Award Letters will be sent via email to successful applicants outlining their award amounts for Years 2 & 3.
- The Grant Award Letter may stipulate that additional information must be submitted within 30 days before final approval, including necessary budget modification and/or denied line items.
- For schools that have had a change in their School Grant Contact since their initial application, the new contact will be required to complete a webinar training on grant maintenance.
- Once additional information is satisfactorily provided to SOC, the applicant will receive an email stating the sub-grantee has “**Final Approval.**” **Note:** Any schools not providing an approved, revised budget by that deadline may be subject to losing their grant award.
- A follow-up email from Grants Fiscal Management will provide necessary grant fiscal forms (Fiscal Agreement and Request for Funds) and instructions on the reimbursement process for the grant.
- Schools are encouraged to only incur 25% of their anticipated Implementation Grant award amount prior to receiving final approval of their award.
- After final approval, a copy of the grant award letter and the reviewer’s comments will be emailed to the sub-grantee and the fiscal agent (authorizer).

The budget period for years 2 & 3 of the CCSP grant run from July 1 through June 30 each year. The proposed charter school grant project should reflect that timeframe.

Submission Process and Deadline

A Renewal Proposal is required at the beginning of year 2 to secure funding for years 2 & 3 of the grant (no subsequent renewal is required in year 3, so long as the recipient school remains in good standing). In order to accommodate varying school schedules and calendars, the Schools of Choice Unit now provides three separate submission deadlines for Renewal Proposals, each with a guaranteed response deadline, to enable schools flexibility in applying and a predictable response window. Earlier applicants will receive an earlier decision and thus may have earlier access to their full grant amount.

Applications will be due by one of the following:

3:00 PM on Monday, September 29, 2013

3:00 PM on Monday, November 10, 2013

Submit one original, single-sided copy plus one additional copy via mail or hand delivery to:

Schools of Choice Unit

Colorado Department of Education

201 E. Colfax Avenue, Suite 300

Denver, CO 80203

AND

Submit an electronic version of all the required components of the proposal as one document (MS Word or PDF), along with the electronic budget workbook as a separate document, to:

SOC@cde.state.co.us

Faxes will not be accepted. Incomplete or late proposals will not be considered.

Required Elements

The Renewal Proposal is intended to provide an update on the progress the school is making toward those outlined in its Start-up Grant proposal, thus **must** include the following elements in the sequence outlined:

Part I: Cover Page, with signatures.

Certification and Assurance Form, initialed and with signatures

Part II: Narrative (limited to 16 pages)

- A. Executive Summary
- B. Progress toward Grant Project Goals
- C. Project Budget Narrative
- D. Accountability and Accreditation
- E. Continued Operation

Part III: Appendices

- A. Charter school lottery policy/report
- B. Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)
- C. Charter school annual budget and/or last audited financial statement (no more than 2 pages), and long-term budget showing 5 or more years.
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for school or classroom-based library)
- F. Professional Development Plan (required of ALL applicants, amend to reflect if the charter school made sufficient progress within the Colorado state assessment system and/or toward its own measures, adapting the professional development plan accordingly)
- G. Performance Management Plan (required of ALL applicants, updated from previous year) and current student academic achievement data, if available.
- H. Waivers Sought
List of State statutes and their titles from which the charter school has been waived (this may be different than what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. Technical Assistance Proposal form (required of ALL applicants)
- J. Disclosure Information

Please answer any of the following relevant sections:

1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or Collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
2. Explain any relationship with an external service provider (including those identified under J.1.). Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to

choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)

3. Because certain contractual arrangements have bearing on what can and cannot be funded with these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. What percentage of PPR are your facility costs estimated to be? Please include a copy of any facility-related agreements.

Application Format

- All pages must be standard letter size (8.5" x 11")
- Use 12 point Times New Roman, Arial or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section of Parts II identified in the [Selection Criteria and Evaluation Rubric](#). State each Part and Section number and title in **bold**.
- Part II: Narrative cannot exceed 16 pages.
- Number all Pages
- Do not use a table of contents page or divider pages.
- The [Cover Page](#) and [Certification and Assurance Form](#) must include **original signatures**.
- Staple the original and each copy of the proposal in the top left corner. Do not use paperclips, binder clips or folders.
- Do not attach curriculum, invoices or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email SOC@cde.state.co.us with your request and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer. Do not include cover pages for the attachments. Do not send any material that must be returned.

Technical Assistance Information

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

CDE places great value on providing high quality support and training based on research-proven best practices that are intentionally designed to improve each school's chance for success. This is why participation in Technical Assistance events is expected of grant recipients. Below is an outline of the Technical Assistance requirements for sub-grantees for each of the three years of the CCSP grant cycle. Additional information on Technical Assistance offerings can be found in the [CCSP Guidebook](#).

Note: Pre-authorization is required for individually scheduled trainings using the [CCSP Training Request Form](#), and credit will be issued once the authorized [CCSP Training Request Form](#) is resubmitted with reflections on professional development gains from the training.

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

Budget Instructions

The proposed budget and the budget narrative should support the Grant Project Goals identified in Element Two of the application. There should be evidence of a clear relationship between the identified Goals, the proposed activities, and how the funds will be spent. Applications should contain budget narratives for all **three** years of funding.

Please provide the proposed budget and budget narrative for the anticipated amount of funding on the [CDE CCSP Grant Budget Form](#) (follow the link to access the Excel document). Grant funds must be spent sequentially; first-year funds must be drawn down before accessing second year funds, etc. The budget period for the Start-up Grant is ***upon final approval through June 30, 2015***. The budget period for subsequent years 2 & 3 (Implementation Grants) is from July 1 – June 30. The proposed sub-grantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined and a more detailed budget will likely be required of successful applicants. This Original Budget revision must comply with the application review comments and the proposed budget, and will serve as a basis for any future budget revisions. Any sub-grantee not submitting an Original Budget revision within 30 days of the date of the Grant Award Letter may be subject to losing their grant award.

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard letter-size paper, without any blank lines.

General Guidelines & Restrictions

[CDE CCSP Grant Budget Form](#) instructions are found within the document itself, but be aware that each line item in the budget narrative should include the following in the respective columns: object category, quantity, budgeted amount, Grant Project Goal number it is aligned to and year, a justification (include a cost per and an explanation of quantity, such as # of items or kits, # of students, classrooms, or employees served, etc.), and date the activity will be completed.

- Any single line item more than \$1,000 should have a detailed justification. Break down line items exceeding \$1,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended.
- Budgets categorized chronologically by year, rather than project number, are more easily read and therefore, expedite approval.
- Do keep in mind that budget submissions can go through several reviews prior to approval; budget *time* adequately.
- Attendance at conferences must be justified against the Grant Project Goals and is limited to two individuals (unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes).
- Requests for specialty board training must include expected attendees, expected outcomes, topic(s), provider, and a plan for sustaining that training.
- Performance Management and Professional Development requests must include sufficient detail to include number of participants, number of days, cost per person per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or

trimmed. For example, if \$8,000 is requested to send 6 individuals to a national conference, you may be asked to instead send 2 people each year over a three year period.

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy to “**supplement and not supplant**” (ESEA Sec.5205(b)(3)(C)) any federal, state, and local moneys being provided to the school. The following restrictions are a result of this policy:

- Allowable salaries/benefits are limited to the administrator and one key staff person for three months prior to school opening; required information includes name, title, a list of activities funded by the grant, percentage of time per week and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).
- CCSP funds may not be used for school-year salary and benefits for staff members once the school has opened, but may be used for staff development. Time and effort documentation is required for all school or contract personnel compensated with federal funds (see OMB A87 Attachment B(8)(h)).
- Recurring costs are expected to gradually shift to the operating budget for years 2 & 3. Due to scale-up this might not always be possible, and so routine costs will only be allowed in years 2 & 3 for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for years 2 & 3 with their operating budget can include the gap expense in their CCSP budget, but this requires an explanation in the line item narrative and certification by the school that these costs cannot be covered by years 2 & 3 operating budgets.
- Site licenses for software are considered a recurring, operational cost and will not be allowed in year three of the award.
- Curriculum alignment expenditures are only allowed for initial training prior to the implementing of a new curriculum or existing curriculum for a new grade level.

The following items **CANNOT** be funded and should therefore not be requested:

- Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats, permanent fixture of equipment/furniture (rental or occupancy costs will be considered for a reasonable period of time before the school opens)
- Installation of playground and/or fitness equipment, unless demonstrated as necessary to the school’s vision/goals (subject to pre-approval)
- Professional dues or memberships
- ADA compliance work
- Costs for student expeditions (travel, etc.)
- Employee hiring/recruitment expenses such as a placement firm or travel for prospective employees. (Small amounts for advertising are fine.)
- Student recruitment expenses beyond \$10,000 in Start-up (year 1) and \$5,000 in year 2 (none allowed in year 3)
- Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting
- Financial audit fees
- Grant oversight expenses

- Costs of continuing education credits for professional development coursework completed at a College or University, as this would be considered compensation. (The cost to complete College or University coursework relevant to grant goals without credit may be considered).
- Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, lobbying,
- Expenses outside the scope of the school's charter or K-12 education; i.e., before/after school programs and preschool
- Colorado League of Charter School's accountability self-studies and site visit expenses
- Colorado League of Charter School's or other retreats, unless based on needs assessment
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)
- Bus passes

Object Categories

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

Instructional Program

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

(300) Purchased, Professional & Technical Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Also property services to operate, repair, or maintain school property (not continuous).

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

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

Support Program

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

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

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

(300) Purchased, Professional & Technical Services - Consultant fees, professional educational services and other services performed by persons or firms with specialized skills and knowledge. Also property services to operate, repair, or maintain school property (not continuous).

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

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

Equipment

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

(735) Equipment - Generally items over \$500 each that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases.

For example, do not budget \$25,000 for “computer network.” Instead, break down the individual pieces such as \$5,000 for servers, \$10,000 for computers, and \$10,000 for routers and switches. This will help determine reasonableness and allocation of the purchase, along with providing better controls and accuracy related to equipment inventory tracking.

Furthermore, “Small and Attractive” items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and inventoried, regardless of cost. Even though individual computers also rarely meet established thresholds for capitalization from an accounting standpoint, they are referred to as equipment in the grant program. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

References and Additional Guidance

Additional information and guidance on budgeting, budget revision, and allowable expenses can be found in the [CCSP Guidebook](#), as well as in the Federal [January 2014 CSP Nonregulatory Guidance](#). Applicants should also be aware of relevant [EDGAR](#) provisions and OMB Circular A-122 (20 USC 7221(f)(3) and 2 CFR 230).

****Note:** Awards issued after December 26, 2014, will be subject to the new [OMB Omni Circular](#), rather than OMB Circular A-122.

FINAL CHECKLIST – CCSP RENEWAL PROPOSAL FOR THE IMPLEMENTATION GRANT

This checklist is designed to help you in completing your Renewal Proposal. The left-hand checklist offers suggested steps in reviewing, revising, editing, and finalizing the format for your submission. The right-hand checklist identifies steps in printing, signing and assembling your submission to ensure all of the necessary parts are included.

✓	Revising, Editing, & Formatting Proposal
	Does your lottery policy comply with the federal Charter Schools Program, Title V, Part B Non-regulatory Guidance? Has it been reviewed for compliance by SOC?
	Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to SOC for a “red flag” check)?
	The budget period for the Implementation Grant (years 2 & 3) is from July 1 – June 30. Does the proposed budget reflect this timeframe?
	Have you stated things concisely and without redundancy?
	Have people not involved in writing the grant proposal been used to edit the document and make sure that the document is clear and understandable?
	Have you checked for grammatical errors and spelling mistakes?
	Have you used bullets and headings to help the grant reviewer to follow the main sections of your grant proposal?
	Have you used a 12 point font in your document?
	Have you used 1 inch margins and printed your proposal on one side only of 8.5” x 11” paper?
	Is the body of the application limited to 16 pages?

✓	Printing, Signing and Assembling Proposal
	Have you prepared two (one original and one copy) hard copies of the grant to be given to CDE?
	Have you prepared an electronic (Word or PDF) document to be emailed to SOC?
	Is the cover page (with appropriate signatures and certifications) printed and on top of each printed copy?
	Have you attached as Appendix A your charter school’s lottery policy?
	Did you include sheets 2-4 of the CDE CCSP Grant Electronic Budget as Appendix B?
	Is your school’s latest annual budget and long-term budget included as Appendix C?
	If you are requesting technology funds, is your Technology Plan included as Appendix D?
	If you are requesting funds for a school or classroom-based library, is your Library Plan included as Appendix E?
	Have you included your Professional Development Plan as Appendix F?
	Have you included your Performance Management Plan as Appendix G?
	Have you cited the waivers you will request or have requested in Appendix H?
	Have you completed and included your Technical Assistance Proposal as Appendix I?
	Have you provided the necessary Disclosure Information in Appendix J?
	Have you attained prior approval from SOC for any additional Attachments/Appendices?
	Have you stapled or binder-clipped each copy of the proposal in the upper left-hand corner and have you refrained from using divider pages or binders?

RENEWAL PROPOSAL

COLORADO CHARTER SCHOOLS PROGRAM IMPLEMENTATION GRANT

PART IA: COVER PAGE <i>(Complete and attach as the first page of proposal)</i>		
Name of Charter School:		
Amount Requested for 2014-15:	Number of students for 2014-15:	
Amount Requested for 2015-16:	Number of students for 2015-16:	
Mailing Address <i>(Street, City, State, Zip):</i>		
District Code:	School Code:	DUNS #*:
Grant Contact Person, Title <i>(May not be a member of a EMO or Collaborative):</i>		
Telephone:	Email:	
Signature:		
Authorizer (LEA) Information		
Authorizer:		
Mailing Address <i>(Street, City, State, Zip):</i>		
Grant Contact Person, Title <i>(Authorized Representative):</i>		
Telephone:	Email:	
Signature:		
Authorizer Superintendent/Executive Director:		
Signature:		
Authorizer Board President:		
Signature:		
Authorizer Fiscal Manager <i>(Please note: Charter schools within a district must list the <u>District</u> Fiscal Contact. Institute Charter Schools must list the <u>CSI</u> Fiscal Contact.)</i>		
Fiscal Manager:		
Telephone:	Fax:	
Email:		
Signature:		

Required Information:				
Year School Started / Will Start:		Year Charter Expires / Will Expire:		
School accreditation level from School Performance Framework (if school is already operating) Performance ☐ Improvement ☐ Priority Improvement ☐ Turnaround ☐ N/A ☐				
Percentage of Students Qualifying for Free or Reduced Lunch (indicate if actual or approximate):				
Percentage of Students with an Individualized Education Plan (indicate if actual or approximate):				
October 1 Count (actual) or Projected Enrollment				
2013-14	Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2014-15	Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2015-16	Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2016-17	Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
Federal Program Funds the Charter School Will Be Applying For (Check with your school district to understand how these funds may be or are available to your charter school)				
☐ Title I, Part A: Improving the Academic Achievement of the Disadvantaged ☐ Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals ☐ Title II, Part D: Enhancing Education Through Technology ☐ Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students ☐ Title IV, Part A: Safe & Drug-free Schools and Communities ☐ Title V, Part A: Innovative Education Programs ☐ Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)				
Amount Requested (All 3 years should be completed – either list amount actual awarded or the amount requested for future years).				
Year One Awarded (Start-Up):				
Year Two Requested (Implementation):				
Year Three Requested (Implementation):				

*Per 2CFR Chapter I Part 25 and the Office of Management and Budget guidance on FFATA Sub-award and Executive Compensation Reporting issued on August 27, 2010, sub-awards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

Please note: If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

PART IB: CERTIFICATION AND ASSURANCE FORM

Colorado Charter Schools Program Implementation Grant

The Board President and Board-Appointed Authorized Representative must sign below to indicate their approval of the contents of the application, and the receipt of program funds.

On (date), _____ the Board of _____ (Charter School) hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all federal funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. These include the Education Department General Administrative Regulations (EDGAR), the Office of Management and Budget Accounting Circulars, and the Department of Education's General Education Provisions Act (GEPA) requirement. In addition, the Board certifies that the charter school is in compliance with the requirements of the federal Children's Internet Protection Act (CIPA), and that no policy of the local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Charter School / Authorizer partnerships that accept funding through the Colorado Charter Schools Program Grant agree to the following certifications:

- The Applicant Grant Contact (Authorized Representative) possesses the legal authority to apply for this grant. If the Grant Contact is not the Chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the Grant Contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The Grant Contact has no conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the grant award.
- Recipients will, for the life of the grant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the Participation, Evaluation & Reporting section of the CCSP Start-Up Grant RFP, including participation in Schools of Choice Office annual evaluations, studies and surveys, submission of Annual Financial Reports a Final Grant Report and supporting documentation.
- Recipients will ensure that at least one person from the charter school will subscribe to and be responsible to communication from the CDE Charter Schools Email Listserv for the life of the charter.
- Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that does not discriminate based on race, gender, national origin, color, disability, or age.
- Recipients will be aware of and comply with all provisions of the ESEA, including, but not limited to, provisions on Title V, part B, subpart 1, Title IX, the Boy Scouts of America Equal Access Act,

Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), Privacy of Assessment Results, and School Prayer [P.L. 107-110].

- Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA, as amended), part B of the Individuals with Disabilities Education Act (IDEA), Division D, Title III of the Consolidated Appropriations Act 2010, and Parts 74-77, 79-82, 84-86, and 97-99 of the Education Department General Administrative Regulations (EDGAR).
- Recipients will be aware of and comply with all provisions of U.S. Department of Education's Charter Schools Program Nonregulatory Guidance (January 2014), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, use of grant funds, and administrative and fiscal responsibilities.
- The Applicant has provided the school's Authorizer with "adequate and timely notice" of this grant application.
- Recipients and their Authorizer shall ensure that a student's records, and, if applicable, a student's individualized education program (IEP) as defined in section 602(11) of the Individuals with Disabilities Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (P.L. 107-110, section 5208).
- Authorizer recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.
- Recipients and their Authorizer will be aware of and comply with ESEA, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)], which states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."
- Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30 of each grant year, unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than June 1 of the respective grant year.
- Recipients shall maintain accounting records and procedures that ensure proper disbursement of, and accounting for, Federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits.
- Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in

the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools. (P.L. 107-110, section 9526).

- Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the Authorizer agrees to notify the Schools of Choice Office at CDE of the reason for closure and agrees to notify the Schools of Choice Office regarding the disposition of assets purchased under this grant.
- Recipients will ensure that they will budget for and comply with the required CSSI visit.
- Recipients will submit a revised budget narrative and budget workbook to the Schools of Choice Office staff within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice Office staff before any grant funds will be released.
- Recipients will use an independent auditor for annual financial audits that is different than their Authorizer's auditor.
- Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to CDE, and that CDE may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
- Recipients understand that the CDE will own all rights, title, and interest in all of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.
- Recipients are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding a project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
- Recipients certify that they have an approved charter application (if applying in Tier I) or a signed charter contract (if applying in Tier II).
- Recipients certify that a high degree of autonomy is built into its charter contract, and that they have sought all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.
- Recipients certify that their charter contract allows the opportunity for the school to purchase services via a third party.
- Recipients will ensure the governing body completes Board Training Module certification prior to the end of the first year of funding, or risk delayed or suspended grant funds.
- Recipients shall ensure that all teachers are highly qualified pursuant to the requirements of the Federal ESEA.
- Recipients shall ensure that students enrolled in the charter school will be taught the United States Constitution on September 17th, Constitution Day.
- Recipients using an Educational Service Provider (ESP) certify that the ESP will not influence on or exercise control over expenditure of federal funds, and that the ESP agreement with the charter school governing board will be provided to the CDE Schools of Choice Office before grant funds are released.

Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipient agencies annually as a part of their regular audit. Auditors should be aware of the Federal audit requirements contained in the Single Audit Act of 1984.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO DEPARTMENT OF EDUCATION. The Colorado Department of Education may terminate a grant award upon thirty (30) days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Name of School District Superintendent or
Charter School Institute Executive Director

Signature of School District Superintendent or
Charter School Institute Executive Director

Name of School District Board of Education
President or Charter School Institute Board
President

Signature of School District Board of Education
President or Charter School Institute Board
President

Name of School District or CSI Authorized
Representative

Signature of School District or CSI Authorized
Representative

Name of Charter School Contact
Person/Administrator

Signature of Charter School Contact
Person/Administrator

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the Statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I

further certify that all disbursements: will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.

Name (Printed)
Charter School Board President

Signature
Charter School Board President

Name (Printed)
Charter School Authorized Representative

Signature
Charter School Authorized Representative

2014-15

COLORADO CHARTER SCHOOLS PROGRAM IMPLEMENTATION GRANT

EVALUATION RUBRIC

Applicant: _____

Part I:	Cover Page	No Points
	Certification and Assurance Form	
Part II:	Narrative	
	Section A: Executive Summary	/2
	Section B: Progress toward Grant Project Goals	/5
	Section C: Project Budget Narrative	/8
	Section D: Accountability and Accreditation	/8
	Section E: Continued Operation	/2
	Total	/25
Part III:	Appendices	No Points
	Appendix A: Charter school lottery policy/report	___
	Appendix B: Completed CDE CCSP Grant Budget Form	___
	Appendix C: Charter school annual budget & long-term budget	___
	Appendix D: Technology Plan (if requesting funds for technology)	___
	Appendix E: Library Development Plan (if requesting funds for library)	___
	Appendix F: Professional Development Plan	___
	Appendix G: Performance Management Plan	___
	Appendix H: Waivers Sought	___
	Appendix I: Technical Assistance Proposal form	___
	Appendix J: Disclosure Information (if applicable)	___

GENERAL COMMENTS: Please indicate support for scoring by including overall strengths and weaknesses. These comments are used on feedback forms to applicants.

Strengths:

•

Weaknesses:

•

Required Changes:

•

Recommendation:

Funded _____

Funded w/Changes _____

Not Funded _____

Selection Criteria & Evaluation Rubric

Part I: Cover Page

No Points

- ✓ Cover Page, signed
- ✓ Certification and Assurance Form, signed

Parts II: Narrative

25 Points

The following criteria will be used by reviewers to evaluate the Renewal Proposal as a whole. In order for the project to be recommended for funding, applicants must score at least 16 points out of the possible 25 points, and all required parts must be addressed. Applications that received a “Distinction” designation for their Start-up Grant will continue to receive greater funding so long as they remain in good standing. Applications that score below 16 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required part within the narrative will not be funded.

If more schools meet the criteria to be funded than there are funds available, SOC Unit will rank those applications that qualify and make final decisions about which schools are funded.

A. Executive Summary

Briefly describe how the school has used its CCSP Start-Up Grant funds to progress the implementation of its charter contract and goals outlined in the CCSP Start-up Grant application.

Criteria	Not Addressed or Met No Criteria	Partially Met Criteria	Met all Criteria
There is clear evidence the school has used grant funds to address the vision and mission of the charter.	0	1	2
Reviewer Comments:			
TOTAL POINTS			/2

B. Progress toward Grant Project Goals

Identify each Grant Project Goal from the CCSP Start-Up Grant, and provide a progress report on each that includes both narrative and quantitative measures.

Criteria	Not Addressed or Met No Criteria	Partially Met Criteria	Met all Criteria
Narrative indicates significant progress has been made on Grant Project Goals.	0	1	3

Progress demonstrates strong likelihood of student academic achievement during the implementation grant period.	0	1	2
Reviewer Comments:			
TOTAL POINTS			/5

C. <u>Budget Narrative</u>			
Draft a budget narrative for the next two years of funding (years 2 & 3) that aligns with Grant Project Goals established in the CCSP Start-Up Grant. Report on funds that were spent in Year 1 and any budget revisions or reallocations from Year 1.			
Criteria	Not Addressed or Met No Criteria	Partially Met Criteria	Met all Criteria
Budget aligns with Grant Project Goals.	0	2	4
Budget is detailed & items and spend are specific; does not rely on vague descriptions or estimates.	0	1	2
All or Nearly all of the previous Start-Up Grant award has been spent or encumbered.	0	1	2
Reviewer Comments:			
TOTAL POINTS			/8

D. <u>Accountability and Accreditation</u>
As an independently governed public school, charters need to ensure plans, systems and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section persuade the reader that your school will have adequate oversight to ensure quality implementation, operation and accountability.
- Schools already operating, please provide baseline data collected and report on progress made on accreditation goals, Achievement and Student Growth, and highly qualified teacher status. If goals were not met, explain what procedures will be implemented and how the academic needs of students will be addressed in the future in order to mitigate the achievement gap. - Schools that are just opening the Fall this application is submitted should explain procedures for collecting and analyzing data by both school administrators and governing board members, and how the charter school intends for that data to drive instructional practices. - Accreditation, if applicable, must be reported and will be considered. - Submit the cover page of the School Performance Framework (SPF), if available, as part of Appendix G.

Criteria	Not Addressed or Met No Criteria	Partially Met Criteria	Met all Criteria
There is sufficient use of baseline information to demonstrate progress toward Accreditation goals.	0	1	2
The school met its School Performance Framework targets last year and/or has a good plan in place to meet these targets the next year.	0	1	2
Charter school teachers are either Highly Qualified or else there is a reasonable plan in place to ensure teachers will be Highly Qualified.	0	0	1
The charter school has a broad and thorough plan in place for data management.	0	1	2
Professional development and leadership support the use of data to drive instruction	0	0	1
Reviewer Comments:			
TOTAL POINTS			/8

E. Continued Operation

One of the goals of the CCSP Grant is to enable new charter schools access to funding early in their development so that they are able to establish a strong foundation on which to build a quality learning environment. Emphasis is thus built into the grant to help a new school transition through start-up so that they may be fully sustainable on their per-pupil operating funds by year 3 of the grant. Describe how the governing board of the charter school, in partnership with the Authorizer and the local community, will provide for continued operation of the school once this federal grant has expired. Emphasize the progress you have made toward the plan for continued operation identified in the CCSP Start-Up Grant application. Note which federal Title funds are being used. List each of the governing board members, their title and term, and how many of the Online Board Training Modules have been completed.

Criteria	Not Addressed or Met No Criteria	Partially Met Criteria	Met all Criteria
- The Charter school is moving toward a position of financial stability without grant funds in the future. - Student demand is strong and clearly evident. - Facility is secured and is contained to a reasonable percentage of per-pupil operating funds.	0	1	2
Reviewer Comments:			
TOTAL POINTS			/2

Parts III: Appendices

.....

Appendices are required (except where noted), but will not be scored. They are not included in the Narrative's 25-page limit. Plan templates and instructions for Appendices can be found in the [CCSP Guidebook](#).

- A. Charter school lottery policy/report
- B. Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)
- C. Charter school annual budget or last audited financial statement (no more than 2 pages), and long-term budget showing 5 or more years.
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for school or classroom-based library)
- F. Professional Development Plan (required of ALL applicants)
- G. Performance Management Plan (required of ALL applicants)
- H. Waivers Sought
List of State statutes and their titles from which the charter school has been waived (this may be different than what was requested). Do not submit the entire waiver request; limit response to one page.
- I. Technical Assistance Proposal Form (required of ALL applicants)
- J. Disclosure Information

Please answer any of the following relevant sections:

1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or Collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
2. Explain any relationship with an external service provider (including those identified under J.1.). Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?)

3. Because certain contractual arrangements have bearing on what can and cannot be funded with these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. What percentage of PPR are your facility costs estimated to be? Please include a copy of any facility-related agreements.

APPENDIX D: TECHNOLOGY PLAN

Instructions: Applicants are required to complete the Technology Plan if their application proposes CCSP Grant funds be used for technology purchases. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. This plan should be limited to 3-5 pages. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School Technology Contact (Name, Phone & Email)	
Authorizer Name	
Authorizer Technology Contact (Name, Phone & Email)	
Effective Dates of Plan	

School Introduction/Demographics

[Briefly describe the charter school community in terms of size, population and concerns, and outline the Authorizer's and school's core technology plan priorities.]

Vision

[Provide a one-sentence statement to be used to guide all future technology development, planning and purchases. For example, "Technology will be an integral part of the curriculum to enhance and individualize learning and assessment."]

Goals

[List technology-related goals for each of the categories below to be achieved over the next three years.]

- Include the types of technology resources you will have and how they will be used.
- Include method(s) to fund technology purchases and training.
- Include goals about staff development and curriculum integration.
- Include partnerships and goals for community access to the technology.
- Be general, so as not to limit the technological options that may come available to you.]

Technology.

Curriculum.

Collaboration.

Staff Development.

Resources.

Funding.

Technology Policies

[Describe existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If no such policy exists, the method and date by which a written policy will be enacted. Include sections on student and staff policies for accessing equipment and resources, staff expectations of use and limits for technology, and a school/library policy for students, staff, and community members access to resources, including after-hours or extra-curricular activities involving technology resources.]

Action Plan

Collaboration

[List any technology partners you have (BOCES, ABE programs, other schools and libraries, ACLIN, private business, etc.) and resources (people, time and/or money) they may share with you. List any partners in education you wish to develop and what resources they might have to offer.]

Technology Acquisition

[List the planned purchases, budgeted amounts, source of funding, and the planned date of acquisition. For network design, refer to any network architecture you have or consultants you will use to design your infrastructure. Keep the technicalities to a minimum, including only essential specs to allow flexibility in purchasing.]

Technology Integration into the Curriculum

[For each Technology Acquisition item, list how the purchase will be used and integrated into the curriculum.]

Staff Development

[List and explain any training projects you have planned, including internal and external events, seminars, and conferences. Include dates, costs, staff involved, and source/provider.]

Resources

[Describe the technology resources at your disposal. Include current or expected internet access and monthly costs, CD-ROM resources you own, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).]

Funding Sources

[List sources of funding, including any grants you will seek, E-rate funding levels, and percentages of your general fund or capital reserve budgets allocated for technology.]

Evaluations

This technology plan will be evaluated and updated at least annually each [list month] by a Technology Committee consisting of [list members such as principals, teachers, technology director, students, parents]. The Technology Committee will meet [monthly? Bi-monthly? Quarterly?] as follows: [provide dates or approximate dates].

APPENDIX E: SCHOOL LIBRARY PLAN

Instructions: Applicants are required to complete this plan if their application proposes that CCSP Grants be used to develop new and enhance existing school library & media programs. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School Library/Media Contact (Name, Phone & Email)	
Effective Dates of Plan	

School Introduction/Demographics

[Briefly describe the charter school community in terms of size, population and concerns, outline the Authorizer's and school's core library plan priorities and how they will be addressed with CCSP Grant assistance.]

Vision

[Provide a one-sentence statement to be used to guide the development of the library program, planning and purchases.]

Current Library Media Program

[Provide a description of your existing library program. If no library facility currently exists, a statement reflecting that fact is adequate. Include in your description: estimate of current number and types of materials, description of facility and staffing currently in place, existing integration of library with the curriculum, policies governing the library & media program (internet access by students & staff, filters, content monitoring), technology & information literacy plans, facility size, appearance and location in the school, etc.]

Goals/Objectives

[List goals and objectives that the school hopes to achieve through the library program in the next three years. Include the types of library media resources you will have and how they will be used both in and out of the curriculum, and explain how the school's staff, parents, the community, and students were (or will be) utilized to develop these goals.]

Activities and Measures

[Indicate the activities identified to carry out the above goals and objectives and the measures that will be used to assess success of and toward these proposed actions. Include dates, quantities, timeframes, etc.]

APPENDIX F: PROFESSIONAL DEVELOPMENT PLAN

Instructions: ALL applicants are required to complete this plan as part of Part II:J Professional Development Plan and Goals of the Start-up Grant application and included as Part III: Appendix F of both the Start-up Grant application and the Renewal Proposal for the Implementation Grant. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School PD Contact (Name, Phone & Email)	
Effective Dates of Plan	

Vision

[Provide a short statement to be used to guide the planning and purchases of the professional development program for the board, administrators, staff, and teachers. Be sure this statement relates to the overall vision of the school.]

Goals /Objectives

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the professional development program over the next three years. Use the table below to individually list each goal and objective. Goals should focus on developing a broad foundation for all professionals to build on, relate to the overall vision of the school, and focus on building the capacity to improve student achievement through objectives that are rigorous, results-based, data-driven, and measurable/quantifiable.]

Model

[Identify the model(s) of training that will be used to best reach the above goals and objectives. Will activities be individualized or in groups? Are activities based on research or best-practice? Is there a model that has been used in a population similar to yours?]

Action Plan

[Provide a brief overview of activities that are a part of the professional development program. Use the table below to list any training activities you have planned, including internal and external events, seminars, conferences, research experiences, mentoring and coaching, partnerships, etc, matching each action/activity to its relevant goal/objective. Include dates, costs, staff involved, and source/provider, and explain how each activity works toward the goals and objectives identified. Each activity should focus on providing professionals an opportunity to learn, practice, and reinforce new behaviors &/or knowledge.]

Outcomes/Evaluation

[Indicate in general terms how the success of the above activities will be measured. Use the table below to list how each goal & activity will be evaluated. Measures should be both quantitative and qualitative, and should look at changes in behavior, attitude, and knowledge of staff/faculty, but also impact on student performance goals and objectives.]

Goal/Objective	Action/Activity	Outcome/Evaluation

Resources

[Describe the resources (staff, partners, providers, experts, etc.) that are available &/or will be utilized to carry out professional development activities. Identify existing partners or ones you wish to develop and what resources they may offer. What funding resources (CCSP Grant, operating budget, other sources) will be used to carry out these activities?]

Relation to CCSP Grant

[How does your plan for professional development overlap with other plans in this grant application? Does the proposed budget clearly support the professional development plan?]

APPENDIX G: PERFORMANCE MANAGEMENT PLANS

Instructions: ALL applicants are required to complete this plan, which is related to Part II:B Grant project Goals and Budget Narrative & Part II:D Accountability and Accreditation of both the Start-up Grant application and the Renewal Proposal for the Implementation Grant. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the [CCSP Guidebook](#) for additional resources for completing this section.

School Name	
School PD Contact (Name, Phone & Email)	
Effective Dates of Plan	

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on four key areas of school performance—student achievement growth, student achievement status, growth and achievement gaps, and post-secondary readiness.

School Introduction/Demographics

[CCSP Grants may be used to implement a new performance management system, improve an existing performance management system and acquire analytical support. Begin this plan by providing an overview of the school's educational program. State the school's mission and describe its target student population, educational program, enrollment size and number of teachers. Describe how your performance management strategy will help you accomplish your mission and implement your educational design.]

Vision

[Provide a one-sentence statement to be used to guide the planning and purchases of the performance management program. Be sure this statement relates to the overall vision of the school.]

Goals /Objectives

[Provide a brief overview of the goals and objectives that the school hopes to achieve through the performance management program over the next three years. Include the components of the system you will have, how they will be used both in and out of the curriculum to accomplish strong academic performance and contribute toward setting the culture for the school, and how staff were utilized to develop these objectives.]

Current Performance Management System

[Provide a description of your existing performance management system. If none currently exists, a statement reflecting that fact is adequate. Include in your description the current methods of collecting student data and what data is collected, assessments used (including TCAP) and the testing cycle and format of each, method of data storage, analyses and reports conducted/prepared (including service providers), current results of recent analyses/reports, and list hardware supporting the current performance management system.]

Activities, Measures and Targets

[Complete the following table to provide a list of the activities that will be used to assess the intended changes in the performance management plan resulting from the grant. Link each Activity/Measure to one of the Goals/Objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.]

Goal	Activity/measure	Target/Evaluation

Performance Management Budget

[Provide a short statement of the overall budget costs for implementing the performance management system outlined above, and complete the following table to provide an outline of those costs. **Note:** CCSP Grant funding may be used to purchase and implement the following: student information systems, interim benchmark assessments/formative assessments, data management systems, technical support, and related hardware and equipment/software.]

Category	CCSP Grant amount to be used	Local Match Amount (indicate cash or in kind)	Total
Licensing			
Software set-up and license fees for year one and two only (Specify software)			
Implementation and Maintenance			
Software installation			
One-time loading of data (ongoing loads may not be funded)			
Software maintenance agreement during year one and two only			
other			
Hardware/network maintenance: agreement during year one and two only			
Training/Professional Development: Any professional development expenditures or activities must be linked to the professional development plan submitted with this grant application			
Analytical Support for one-time activity (specify purpose) Note: Cannot be used for ongoing support.)			
Telecommunications/ Connectivity			
Hardware purchases/upgrades			
TOTAL REQUEST			

APPENDIX I: TECHNICAL ASSISTANCE PROPOSAL – IMPLEMENTATION GRANT

School Name:

Grant Contact Person (with phone & Email):

Session Title/Event	Requirement	Target Dates	Attendees	Cost
		<i>Please "X" the event you intend to attend or have completed. Where not provided, please indicate the scheduled or targeted date.</i>	<i>Please "X" the actual or proposed attendees for each event.</i>	<i>This column indicates the actual cost of the event, or the allowable cost to be funded by the grant</i>

Year 1 Sub-grantee Participation (record what has been completed, and make-up dates for missed requirements)

Sub-grantee Support				
Start-Up Grant Training	Required	☐ Fall (Tier I) ☐ Winter (Tier II)	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	\$20 per person (not payable with CCSP Grant funds)
CCSP Grant Budget Workshop	Encouraged	☐ Fall ☐ Winter	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	Free
Start-Up Grant Post-Award Webinar	Required	☐ Fall (Tier I) ☐ Winter (Tier II)	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	To be completed by _____	☐ Founder(s) ☐ Board member(s)	Free
Board Fundamentals	Attend 2 events from this selection	☐ Fall ☐ Spring	☐ Board member(s) ☐ Administrator(s)	\$20 per person (not payable with CCSP Grant funds)
Board Continuing Development		☐ October ☐ December (webinar) ☐ May (webinar)	☐ Board member(s) ☐ Administrator(s)	Free
Board Member attends 3 or more break-out sessions at the Colorado Charter Schools Conference		☐ February	☐ Board member(s)	Two attendees can be covered with CCSP Grant funds
Specialized Governing Board Training		☐ Date: _____	☐ Board member(s) ☐ Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Performance Management Training for Boards		☐ Date: _____	☐ Board member(s) ☐ Administrator(s)	Up to \$650 of grant funds
Administrator Support				
Administrator Mentoring	Required (target 8-10 hours)	☐ through AMC ☐ Provider: _____	☐ Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,272 Year 2 - \$4,770 Year 3 - \$3,180

Administrator Mentoring Cohort (AMC) Events	Attend 1 event from this selection	☐ September ☐ October ☐ January ☐ February ☐ April ☐ June	☐ Administrator(s)	\$20 per person for those not registered for AMC mentoring (not payable with CCSP Grant funds)
Specialized Instructional Leadership Training		☐ Date: _____	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager ☐ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons	Encouraged	☐ September ☐ November ☐ January ☐ March ☐ May	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	Responsible for own lunch costs (not payable with CCSP Grant funds)
Business Office Support				
Annual Finance Seminar	Attend 2 events from this selection	☐ Fall	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	\$20 per person (not payable with CCSP Grant funds)
Business Manager Network Meetings		☐ November ☐ January ☐ March ☐ May	☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	\$20 per person (not payable with CCSP Grant funds)

Year 2 Sub-grantee Participation (Proposed)

Sub-grantee Support				
Implementation Grant Writers' Webinar	Required	☐ Summer ☐ Fall	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	Free
Implementation Grant - Year 2 Site Visit	Required	☐ Spring (to be scheduled by SOC Office)	☐ Founder(s) ☐ Board member(s) ☐ Administrator(s) ☐ Business Manager	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	To be completed by _____	☐ Founder(s) ☐ Board member(s)	Free
Board Fundamentals	Attend 3 events from this selection	☐ Fall ☐ Spring	☐ Board member(s) ☐ Administrator(s)	\$20 per person (not payable with CCSP Grant funds)
Board Continuing Development		☐ October ☐ December (webinar) ☐ May (webinar)	☐ Board member(s) ☐ Administrator(s)	Free
Board Member attends 3 or more break-out sessions at the Colorado Charter Schools Conference		☐ February	☐ Board member(s)	Two attendees can be covered with CCSP Grant funds
Specialized Governing Board Training		☐ Date: _____	☐ Board member(s) ☐ Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds

Performance Management Training for Boards		___ Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds
Administrator Support				
Administrator Mentoring	Required (target 30-40 hours)	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,272 Year 2 - \$4,770 Year 3 - \$3,180
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	___ September ___ October ___ January ___ February ___ April ___ June	___ Administrator(s)	\$20 per person for those not registered for AMC mentoring (not payable with CCSP Grant funds)
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Unified Improvement Planning Training and Facilitation		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons	Encouraged	___ September ___ November ___ January ___ March ___ May	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Responsible for own lunch costs (not payable with CCSP Grant funds)
Business Office Support				
Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	\$20 per person (not payable with CCSP Grant funds)
Business Manager Network Meetings	Attend 3	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	\$20 per person (not payable with CCSP Grant funds)

Year 3 Sub-grantee Participation (Proposed)

Sub-grantee Support				
Charter School Support Initiative (CSSI) Webinar	Required	___ Fall (live webinar) ___ Webinar recording	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Charter School Support Initiative (CSSI) Visit	Required	___ Winter ___ Spring (to be scheduled by CSSI Team Lead)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	\$10,800 (<250 pupils) \$12,500 (250-500 pupils) \$14,200 (500-750 pupils) \$15,900 (750+ pupils) (payable with CCSP Grant funds)
Governing Board Support				
Charter Governing Board Training Modules	Required	To be completed by _____	___ Founder(s) ___ Board member(s)	Free

Board Fundamentals	Attend 3 events from this selection	___ Fall ___ Spring	___ Board member(s) ___ Administrator(s)	\$20 per person (not payable with CCSP Grant funds)
Board Continuing Development		___ October ___ December (webinar) ___ May (webinar)	___ Board member(s) ___ Administrator(s)	Free
Board Member attends 3 or more break-out sessions at the Colorado Charter Schools Conference		___ February	___ Board member(s)	Two attendees can be covered with CCSP Grant funds
Specialized Governing Board Training		___ Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Performance Management Training for Boards		___ Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds
Administrator Support				
Administrator Mentoring	Required (target 20-25 hours)	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,272 Year 2 - \$4,770 Year 3 - \$3,180
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	___ September ___ October ___ January ___ February ___ April ___ June	___ Administrator(s)	\$20 per person for those not registered for AMC mentoring (not payable with CCSP Grant funds)
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Unified Improvement Planning Training and Facilitation		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons	Encouraged	___ September ___ November ___ January ___ March ___ May	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Responsible for own lunch costs (not payable with CCSP Grant funds)
Business Office Support				
Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	\$20 per person (not payable with CCSP Grant funds)
Business Manager Network Meetings	Attend 3	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	\$20 per person (not payable with CCSP Grant funds)