

COLORADO CHARTER SCHOOL GRANT PROGRAM

REQUEST FOR PROPOSAL

2011-2012

Colorado Department of Education

Schools of Choice Unit
201 East Colfax Avenue
Denver, CO 80203-1799

<http://www.cde.state.co.us>

cde

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FINAL CHECKLIST

- Have you checked for grammatical errors and spelling mistakes?
- 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 used bullets and headings to help the grant reviewer to follow the main sections of your grant proposal?
- Have you stated things concisely and without redundancy?
- Have you prepared seven (one original and six copies) hard copies of the grant to be given to CDE?
- Have you prepared an electronic (Word or PDF) document to be emailed to SOC?
- 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?
- Have you stapled each copy of the proposal in the upper left-hand corner and have you refrained from using divider pages?
- Have you refrained from using additional attachments unless approved by Denise Mund?
- Are the cover page and signatures page (with appropriate signatures) printed and on top of each printed copy?
- Is the body of the application limited to 25 pages?
- Did you print the electronic budget and include it in each of the hard copies?**
- Does the Required Information Page immediately follow the printed cover page?
- Does your lottery comply with the federal Public Charter Schools Program, Title V, Part B Non-regulatory Guidance?
- Have you attached as Attachment A your charter school's lottery policy?
- Is your CDE Budget Form attached as Attachment B?
- 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?).
- Is your school's last budget or audited financial statement attached as Attachment C? (Continuation app only)
- If you are requesting technology funds, is your Technology Plan attached as Attachment D?
- If you are requesting funds for a library, is your Library Plan attached as Attachment E?
- If you are requesting professional development funds (for staff or board members), have you attached your Professional Development Plan as Attachment F?
- Is your Data Management Plan attached as Attachment G? (This plan is not optional.)
- Have you cited the waivers you will request or have requested from your school's authorizer as Attachment H?

Colorado Public Charter School Grant Program

2011-12 Calendar

(Deadline Information in Red)

-
.....
- August 26, 2011** **Startup Tier I Grant Writers' Training Seminar**
8:30 to 3:30, Adams 12 Conf. Ctr., Thornton – Cottonwood-Blue Spruce Room
Registration: <http://www.cde.state.co.us/cdechart/chartregstart.htm>
- September 2, 2011**..... **Intent to Submit Form and Eligibility Form are due**
(Startup Tier I grant applicants)
Forms at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>
- September 9, 2011**..... **Implementation Grant Writers' Training Seminar (year 2 & 3)**
9:00 to 12:00 Webinar
Registration: <http://www.cde.state.co.us/cdechart/chartregstart.htm>
- September 14, 2011**..... **First writing consultant review submission deadline**
- October 3, 2011**..... **Annual Financial Reporting Form due**
Forms at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>
- October 10, 2011**..... **Implementation Grant application deadline (may submit early)**
- October 17, 2011** **Startup Grant applications due @ 11:00 a.m.**
- November 3, 2011**..... **Startup Tier I Grant Review**
9:00 to 2:00 - The Colorado Talking Book Library, 1st and Sheridan, Denver
- November 17, 2011** **Post award informational webinar**
- Approximately 30 days after
award letter is sent**..... **Revised budget narrative & budget form due**
- January 12, 2012**..... **Startup Tier II Grant Writers' Training Seminar**
9:00 to 2:30 - Colorado Talking Book Library, 1st and Sheridan
- January 20, 2012**..... **Intent to Submit Form and Eligibility Form are due**
(Startup Tier II grant applicants)
Forms at <http://www.cde.state.co.us/cdechart/cchgrn00.htm>
- February 21, 2012** **Startup Tier II Grant applications due @ 11:00 a.m.**

March 8, 2012 Startup Tier II Grant Review
9:00 to 2:00 - Colorado Talking Book Library, 1st and Sheridan

March 22, 2012 Post award informational webinar

**Approximately 30 days after
award letter is sent..... Revised budget narrative & budget form due**

June 1, 2012 Deadline for requesting a grant no-cost extension

June 30, 2012..... End of fiscal year for all grants

September 30, 2012 Annual Financial Reporting Form and Final report due
Find form at <http://www.cde.state.co.us/cdechart/cchgrn00.htm>.

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 Schoolsofchoice@cde.state.co.us

Calendar of Events and Trainings 2011-2012

Registration for these events can be accessed on the Schools of Choice website*:

August 5, 2011	Administrator Mentoring Cohort Meeting
August 26, 2011.....	Startup Tier I Grant Writers' Training
September 9, 2011	Implementation Grant Writers' Webinar
September 16, 2011	Annual Finance Seminar
October 4, 2011.....	North Area Regional Lunch
October 7, 2011.....	Administrator Mentoring Cohort Meeting
October 14, 2011.....	Regional Governing Board Training
October 21, 2011.....	Board President's Council
November 17, 2011	Post Startup Award Informational Webinar
November 18, 2011	Business Manager Network Meeting
December 6, 2011	North Area Regional Lunch
December 9, 2011	Administrator Mentoring Cohort Meeting
December 16, 2011.....	Board President's Council Webinar
January 12, 2012	Startup Tier II Grant Writers' Training
January 27, 2012	Business Manager Network Meeting
February 3, 2012	Administrator Mentoring Cohort Meeting
February 7, 2012	North Area Regional Lunch
February 17, 2012.....	Board President's Council
February 23-24, 2012.....	CLCS Conference
March 16, 2012	Business Manager Network Meeting
March 22, 2012	Post Startup Award Informational Webinar
April 3, 2012.....	North Area Regional Lunch
April 13, 2012.....	Board President's Council Webinar
April 19, 2012	Regional Governing Board Training
April 20, 2012	Administrator Mentoring Cohort Meeting
June 6-8, 2012	Charter School Boot Camp

* Check the website for more accurate information about these events as there may be changes throughout the year.

Don't forget Online Governing Board Training Modules at www.boardtrainingmodules.org

1.....GENERAL INFORMATION

INTRODUCTION

This Request for Proposal (RFP) addresses Title V, Part B of the Elementary and Secondary Education Act (ESEA) (P.L. 107-110) – Charter Schools Program. The Colorado Department of Education (CDE) has received a grant under this program for \$44,365,214 from 2010-2015 to support qualified charter school developers (whose charter schools are in the initial phases and years of implementation) and to assist public schools aspiring to systemically reform or convert to charter status. CDE retains 5% of these federal grant funds for statewide activities.

The purpose of the federal Public Charter School Program (CSP) is 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.

The grant program is for up to three years and competitive the first year. It is possible that some proposals may not be funded. There is no guarantee that submitting a proposal will result in funding or funding at the requested level. High scoring proposals (approx. 10%) will be designated as “high potential” schools and receive greater funding.

Startup grants are competitive in nature. Implementation, or continuation, awards are automated based on the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, progress made toward grant goals as outlined in the startup application and available federal funds.

Questions regarding the CDE Charter School Grant Program may be directed to:

Denise Mund, 303-866-6740 or Mund_D@cde.state.co.us

Definitions:

Startup Application: The first year of the three-year grant program. Startup grants are competitive and can be submitted the year prior to opening the charter school or in the fall of the first year of operation.

Implementation Application: The second and third years of the grant program. Implementation applications are not competitive.

BEFORE APPLYING PLEASE NOTE THAT THE CSP FEDERAL GRANT IS A REIMBURSEMENT PROGRAM FOR STARTUP 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 an inherent expectation and required in return for funding. Application indicates acknowledgement and consent to these contingencies.

CDE'S CHARTER SCHOOL GRANT PROGRAM

The department's grant from the federal Public Charter School Program is based on the following goals:

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.

ELIGIBLE APPLICANTS

Grant applicants must conform to the definition of a public charter school in the ESEA [P.L. 107-110, Section 5210(1)] in order to be eligible for Public Charter School Grant Program funds. All first year (startup) applicants must demonstrate their eligibility to apply for these funds before an application will be accepted.

Definition of a charter school:

A *new* school that:

- (A) in accordance with a specific state statute authorizing the granting of charters to schools, is exempt from significant state or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
- (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and control;
- (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, 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 agreeable to the authorizing agency.

Further, the August 31, 2003 Draft Guidance for the Charter School Program states "Because a newly created public school would not have any 'previously enrolled' students, all students would need to apply for admission and would have to be selected by lottery if there are more applicants than spaces available."

For the purposes of this CSP grant program, CDE has defined a "new" charter school as either a brand new startup that did not previously exist or a school that has substantially changed its curriculum, staff or school design. A "conversion" charter school 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.

The federal amended non-regulatory guidance specifically prohibits funding multiple charters that are a part of one system (i.e., a K-12 or a portion thereof). Therefore, CDE will not fund separate charters if they are a part of a school system as evidenced by a common governing board, staff, business operations, and/or students who are transitioning from one charter into its related charter school. The school must demonstrate that it is "separate and distinct" from the other charter(s) under the charter or under one governing board in order to apply for this Colorado Charter School Grant Program. However, according to the new 2011 CSP non-regulatory guidance, schools that have an admissions pipeline (e.g. a new middle school that receives students from an affiliated "feeder" elementary school) may request a waiver from the provision in ESEA 5202(d)(1) that limits a charter school to receive just one subgrant. Schools choosing to apply for this waiver should send in their request and justification to Schools of Choice whereupon it will be forwarded to the federal charter school program staff for consideration.

NOTE: IF A STARTUP 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.

Funding for future years is contingent upon federal appropriations. Pursuant to federal guidelines, no more than 18 fiscal months can be used for planning (startup) activities and no more than 24 fiscal months can be used for implementation (continuation) activities with funds received from this grant. The grant is awarded for three sequential fiscal years.

Schools that have received a startup or implementation grant under another school name or before being reconstituted are not eligible. Schools must submit certain information required in the Eligibility Form, included in this grant program's Required Documents section. Only those schools determined to meet the eligibility requirements are eligible to submit a grant application.

EDUCATIONAL SERVICE PROVIDERS

Schools choosing to engage a for-profit Educational Service Provider (ESP) 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 the CSP grant awarded to a school. Schools must exercise special care to ensure that the charter school directly administers or supervises the administration of the Federal grant and is independent of the for-profit ESP. [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

A charter school receiving these grant funds must use a lottery if more students apply for admission to the charter school than can be admitted.

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable. Grant funds are only for K-12 education. However, a private preschool associated with a public charter school may conduct a lottery for kindergarten slots a few years early (e.g. when students are ready to enroll in the preschool).

Up to twenty percent of the students can be given priority in the enrollment process if those students are children of founding parents, teachers and staff. The charter school should clearly define what constitutes a "founding family" and the criteria for meeting that definition in its enrollment policy. Charter school policy should also designate any criteria for students of teachers (full- or part-time, years of employment, etc.). A charter school may never charge families to be designated a founding family or to be enrolled in the charter school.

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. 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. Students enrolled in or eligible to attend, and are living in the attendance area of, a public school at the time it is converted into a public charter school may be exempt from the lottery process.

Weighted lotteries are not permissible to enroll certain types of students, such as gender, language ability, or socioeconomic status preferences. Instead, the federal government encourages recruitment activities designed to increase participation by those classes of students.

For more information on federal lottery requirements, read the Nonregulatory Guidance at: <http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf>.

The following questions 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. 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?
5. How was/will the first class of students (be) enrolled relative to the aforementioned questions? Were/Will any students (be) given priority notice or guaranteed admission?

APPLICATION PROCESS (STARTUP)

Startup grant funds are distributed using a two-tier process. First tier (fall) applicants are those charter schools that have (a) just opened or (b) have submitted a charter application to an authorizer (with signed or pending contract) and intend to open the following school year. Second tier (winter) applicants are only charter school developers who have already received approval from a school district to open a charter school in the following school year. A charter school may submit only one application per fiscal year (July 1 to June 30).

First time applicants should attend the grant writers' seminar (online registration at <http://www.cde.state.co.us/cdechart/chartregstart.htm>) at which time a Letter of Intent to Submit form (available at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>) should be completed and submitted to Schools of Choice Unit staff. Startup grant writers' seminars are conducted twice annually prior to each application due date. CDE highly recommends that two or more individuals from each first-year applicant charter school attend this training. Although a second grant writers' training is conducted each winter, attending the fall training is preferred.

NOTE: CHARTER SCHOOLS MAY APPLY AND BE RECOMMENDED FOR A GRANT AWARD PRIOR TO HAVING A SIGNED CONTRACT WITH THEIR AUTHORIZER, HOWEVER, A GRANT WILL NOT BE AWARDED UNTIL EVIDENCE OF A SIGNED CONTRACT IS SUBMITTED TO THE SCHOOLS OF CHOICE UNIT AT CDE. AN AWARD LETTER WILL BE ISSUED FOLLOWING PROOF OF AN EXECUTED CHARTER. FUNDS MAY NOT BE SPENT OR ENCUMBERED UNTIL FINAL APPROVAL IS RECEIVED.

Additionally, each first-year (startup) applicant is required to submit a Proof of Eligibility form (located in Chapter 5) and supporting documentation prior to submitting an application. Supplemental information may be requested by Colorado Charter School Grant Program staff in order to determine eligibility. Please refer to the grants calendar on page 6 of this RFP for training, due dates and deadlines.

Once it has been determined that the charter school is eligible to submit a grant application, a writing consultant will be assigned. Writing consultants are available to review applications in their entirety two times (up to 8 hours of consultant time) prior to submission (note deadlines on the grant calendar beginning on page 6)¹. Applicants missing the first deadline will not be eligible for writing review. Writing consultants will provide comment in accordance with rubric indicators and identification of holes, but not substance. Applicants seeking development consultation should contact the Colorado League of Charter Schools and consider grant application in another tier. The writing consultant will not write any part of the application nor make recommendations to change programming to make the grant more attractive. Further, consultants are not a guarantee that the application will be approved. An Agreement of Understanding to use a writing consultant must be completed and submitted prior to engagement of the consultant.

The CSP grant application is a school's business plan; therefore, schools should ensure that all the required elements accurately reflect the unique attributes of their schools. Any application that has been plagiarized in whole or in part; or lacking in uniqueness/innovation will be denied. This pertains to replicating schools as well.

APPLICATION PROCESS (IMPLEMENTATION)

Implementation (continuation) applicants may submit in the fall of year 2 and 3. An implementation grant writers' seminar is offered by CDE prior to the application deadline. Register online at: <http://www.cde.state.co.us/cdechart/chartregstart.htm>. This request to continue is an automated award based on available federal funds, the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the startup application. This application is also referred to as the progress or performance report. For Implementation grant writers' training seminar date, refer to grants calendar, page 6 of this RFP.

¹ The applicant is only allowed to submit their application for a review by the writing consultant two times. This means the application should be nearly complete when it's submitted the first time. The second review should be sufficiently complete so as to require only minimal revisions. Submissions must be the *complete* grant application and not pieces or individual sections.

DEADLINE

Tier One and Tier Two startup grant proposals and implementation applications/progress reports must be submitted in their entirety by 11:00 a.m. on or before their respective due dates. (Please refer to grants calendar, page 6 of this RFP.) Startup (first-year) applicants may submit in either Tier One or Tier Two, but not both. Any attachment not submitted by the deadline will not be distributed for review. SOC welcomes applications prior to their due date.

Mail or hand-deliver proposals to: Colorado Department of Education, Schools of Choice Unit, 201 E. Colfax Ave., Suite 300, Denver, CO 80203-1799. Proposals received after the deadline will NOT be considered, regardless of the postmark date. Both hard copy and electronic formats are due by the deadline. Applications received after the deadline will not be reviewed or considered for funding.

FUNDABLE 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:

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

FUNDING LEVELS

Startup grant (year 1) - \$180,000 - \$195,000

Implementation grant (year 2 & 3) – up to \$200,000 per year.

Grant applicants may request up to \$595,000 over a three-year period. Conversion schools may only request up to one half the total amount or \$297,500 over a three-year period. A startup application grant request should never exceed \$1,500 per full-time student. The federal grant program provides for not more than 36 fiscal months of funding.

NOTE: Although this grant program is limited to a 36 month funding period, charter schools that delay opening for a year may be considered for a waiver from the federal CSP office in order to eliminate the need to re-apply for funding.

NO funding level is guaranteed since this is a competitive grant program. The funding level cap does, however, prevent extravagant requests and encourages the charter school to focus on financial priorities. Budget cuts will not be compensated for in subsequent years of the grant program.

GRANT PROCESS

The first-year application (startup) is competitive. A broad-based committee of individuals with knowledge of systemic school reform and the charter school concept will review the applications. Review will be based on the specific criteria listed in this RFP. CDE program staff will review for adherence to assurances, 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 grant program.

In an effort to promote highly qualified, well-written proposals, an incentive is built in to award the highest scoring applicants with a greater level of funding. Each segment of the application is rated according to the rubric within the RFP. Approximately 10% of the top applicants will receive the designation of "high potential" school and will be awarded accordingly.

The second and third years (implementation) of the grant program are not competitive. A satisfactory progress report, additional information as outlined in Chapter 3, and a revised budget and budget narrative are required for continued funding. Second- and third-year continuation applications are reviewed by grant program staff and outside reviewers. If information is incomplete or unsatisfactory, additional information may be requested or issues resolved before continuation funds are released. Implementation applications may be submitted prior to the deadline for an earlier review as this is a continuation grant. Up to 25% of the annual award may be accessed before the implementation grant is approved.

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

At the completion of the three-year grant, a final grant report is required (see Chapter 3).

GRANT MONITORING

As a condition of this federal grant, CDE is responsible for monitoring subgrantees 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 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, 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 which 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 funds (see budget information, section 4 of this RFP). More information about the CSSI visit can be found on the CDE web site.

CORRECTIVE ACTION

Schools that fail to adhere to subgrantee 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.

2.....STARTUP GRANT

FORMAT

Each startup application must be submitted in two forms:

1. Hard copy: the original plus six copies according to the required formatting instructions.
2. Electronically: Submit in either a Word or Adobe Acrobat and Excel format as an email attachment to schoolsofchoice@cde.state.co.us

The following formatting instructions are **mandatory**:

1. All pages must be standard letter size (8.5" x 11"); 12 point Times New Roman or Arial font; single-spaced with a margin of at least one inch on all sides. Tables may be in an 11-point font.
2. The hard copies must be stapled in the top left corner. Do not use paperclips, binder clips or folders. Do not use a table of contents page or divider pages.
3. 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, send an email to Denise Mund requesting permission with a rationale for the request. 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.

GRANT APPLICATION SEQUENCE

1. Cover page with charter school name (included in the Required Forms, Chapter 5).
2. Charter School Program - Required Information form (located in Chapter 5). Signatures of the charter school grant contact must be included. Provide a **complete** mailing address for the charter school, not just the street address.

NOTE: AUTHORIZER SIGNATURES ARE NOT MANDATORY IN ORDER TO SUBMIT A STARTUP GRANT APPLICATION, BUT MUST BE OBTAINED PRIOR TO FUNDS BEING RELEASED. HOWEVER, REMEMBER THAT THE CERTIFICATIONS FOR THIS GRANT PROGRAM REQUIRE THE CHARTER SCHOOL TO GIVE THE AUTHORIZER ADEQUATE AND TIMELY NOTICE THAT THEY ARE SUBMITTING THIS GRANT APPLICATION. SIGNATURES, FROM THE AUTHORIZER, DOCUMENT THAT PROPER NOTICE HAS BEEN GIVEN. IMPLEMENTATION GRANT APPLICATIONS DO NOT NEED AUTHORIZER SIGNATURES.

3. Body of the application: The application should not exceed 25 pages. A document footer should include the name of the charter school and the page number.
4. Attachment A: Charter school lottery policy/report
5. Attachment B: CDE Budget Form (developed using the electronic Excel spreadsheet)
6. Attachment C: Charter school annual budget or last audited financial statement (no more than 2 pages)
7. Attachment D: Technology Plan (if requesting technology funds)

8. Attachment E: Library Development Plan (if requesting library funds)
9. Attachment F: Professional Development Plan (if requesting any professional development funds)
10. Attachment G: Performance Management Plan (required of ALL applicants)
11. Attachment H: List of statutes and their titles from which the charter school was waived (this may be different than what was *requested*). Do not submit the entire waiver request; the list of statutes and their titles should not be longer than one page.

NOTE: ATTACHMENTS ARE NOT INCLUDED IN THE PAGE COUNT LIMITATION

REQUIRED ELEMENTS AND SCORING CRITERIA

Each applicant must convince the grant review team that the proposal will result in a quality educational program. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the grant project to the charter school's educational vision and enhanced levels of student academic achievement as measured by CSAP.

Applications shall include the following in accordance with ESEA, Title V, Part B, and the Colorado Department of Education priorities:

1. EXECUTIVE SUMMARY

4 POINTS

- A. Executive Summary. Briefly describe your charter school, including the educational program, school community, school's origins and vision. Introduce the key founders, their backgrounds and expertise. Establish the need for your school and its educational program through the reporting of data from your district or geographic region. Specify clearly what educational goals or programs are not being met currently in your area. Describe how your school plans to use grant funds to implement the school's vision.

MEETS STANDARD 3-4 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-2 Points
	YES	NO	
<ul style="list-style-type: none"> • Proposal clearly describes how the charter school originated, its vision and school community. • Description of key founders includes succinct, but complete, information about their backgrounds and expertise. • Need for school is explicit and educational program clear. 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Proposal provides a brief description of how the charter school originated, its vision and school community. • Description of key founders is missing or incomplete. • There is no indication of need or determination of programming.
<p>DOES THE PROPOSAL MEET STANDARD FOR SECTION 1?</p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/4</p>			

2. PROJECT GOALS AND PROJECT BUDGET NARRATIVE

12 POINTS

- A. Overview. Provide an overview of how grant funds will be used to address project goals and meet the needs of the proposed new charter school.
- B. Project Goals. List up to five project goals (at minimum three), with indicators, for the proposed grant that encompass the three year period the grant will be awarded. At least one goal must address student academic achievement as measured by CSAP and Adequate Yearly Progress (AYP) using the federal definition in the ESEA and the Colorado State Consolidated Plan, which stipulates that all students will be proficient in Reading and Math by 2014. CSAP and AYP targets may be covered in the same goal. Each goal should be defined by measures and metrics pertinent to the objective. (See Appendix D: Writing SMART Goals for Colorado's Accountability System). Prudent use of grant funds should be exercised and directly correlated to student academic achievement. Project goals should relate to the school's vision and goals listed in the charter school application (and in section 4 below) but they are not the same.
- C. Budget Narrative. Using the budget detail of the electronic budget, list the main line items for each project goal. This budget narrative section should include an overview of the items in each project, while the budget detail page in the Excel spreadsheet should include hourly/daily rates, cost per item, or other detail sufficient to explain how the total line item amount was reached. No single line item should exceed \$10,000 in the associated electronic Excel spreadsheet without proper justification (i.e., a technology line item should be broken down to the number of systems and the cost per system). In the budget narrative, however, line items may exceed \$10,000 in order to provide a big-picture summary of the school's funding needs. Line items in

the Excel spreadsheet budget without proper justification will be denied. Fully describe the proposed budget for three years. The proposed budget should not exceed the limitation of the amount that can be requested each year. (see Chapter 4, Budget Information, for details, pp. 58-63).

Below is an example of a project goal and how each project goal’s budget should be detailed:

Project Goal 1: READING.

At least 75% of students will be proficient/advanced in reading as measured by CSAP during the 2013-14 school year. In the following two years the school will ensure it meets AYP by the percentage of unsatisfactory and partially proficient students decreasing on average by 5%, while the percentage of proficient/advanced students will increase on average by 5%. By fifth grade, 85% of the school’s students will be proficient/advanced in reading as measured by CSAP. This will be accomplished by providing intensive academic support (supplemental programming including web-based adaptive software), extensive reading instruction delivered in small groups (core programs), and administering frequent diagnostic (interim) and longitudinal assessments, which will be monitored and analyzed.

Project 1– Reading Achievement	Year One	Year Two	Year Three
DRA 2 Reading Assessment (CO Basic Literacy Act) – 4 comp. packages for year 1 (2 K and 2 1st), 2 new comp. packages for 2nd and 3rd grade - \$ 311/package in years 2 and 3	\$ 1,244	\$ 622	\$ 622
Reading Mastery Curriculum – Classroom package for K -\$ 4,228 (2-yr1), Classroom package for 1st and 2nd -\$ 4,899 (2-yr1, 2-yr2), Classroom package for 3rd -\$ 5,193(2-yr3) and Professional Development –\$2,000/year. Replacement K, 1st and 2nd grade materials – \$717/classroom (yr 1, 2&3).	\$ 20,254	\$ 14,666	\$ 16,688
STEP Literacy Diagnostic Assessment – \$400.00/class package, \$10.00/student (108-y1, 162-y2, 216-y3) for data tracking, \$10,000 for PD in year one including 10 sessions with staff throughout the year.	\$ 12,680	\$ 4,020	\$ 5,360
Stanford 10 – Nationally Norm-Reference Assessment \$ 54.60/testing package (108-yr1, 162-yr2 (+54), 216-yr3(+54)), \$215.00/class (4-yr1, 6-yr2 (+2), 8-yr3 (+2)) for pre and post-test packages including understanding assessment results.	\$ 6,757	\$ 3,378	\$ 3,378
Destination Success Program – \$ 2,240/course (K, 1st, and 2nd). Licensure covers all students in the school. \$1,500 annual tech. service each year. \$3,990 for 2 day PD session in Year 1.	\$ 9,970	\$ 3,740	\$ 1,500
Total	\$ 50,905	\$ 26,426	\$ 27,548

3. RESEARCH-BASED PROGRAM/COMPREHENSIVE DESIGN ALIGNED TO STANDARDS

12 POINTS

- A. Educational Program. Describe the comprehensive research-based or proven-to-work educational program that is or will be implemented by the charter school. ***The educational program or proven track record must be supported by scientifically based research and documentation for references to those scientific studies must be included in the grant application*** (see definition below). Include specific research citations in the narrative (if necessary, schools may use footnotes and submit an extra page that contains full research citations). Demonstrate that the chosen curriculum is an ideal match for the target or actual student population of the charter school. Briefly describe how the program will be delivered (i.e., direct instruction, experiential methodologies, project-based learning, etc.). If the charter school serves grades 9-12, list the graduation requirements. Additionally, explain how the program will be delivered (i.e. block schedule/regular schedule).
- B. Supplemental Curriculum. Fully describe any supplemental curriculum that will be used. Provide the research basis supporting the use of that particular curriculum and why it was chosen to support the primary curriculum of the school. If the charter school serves grades 9-12, describe the philosophy guiding elective courses and how they will be selected and incorporated.
- C. Literacy. In programs that serve K-8, specify the core reading program selected by the charter school and any supplemental and/or intervention programs or materials selected. Explain the scientifically-based reading research (SBRR) used for the core reading program and why it was chosen. If the charter school serves grades 9-12, describe the core and advanced English language sequence and how it supports literacy skills (reading, comprehension and assimilation). For both programs, how are the needs of the students reading below grade level measured and addressed?
- D. Support for Standards and Use of Data. Describe how the program is designed to support state and local academic content standards. Describe the school's plan to align the curriculum with state content standards, particularly during the first years of operation. Explain which software the school will be using to maintain achievement data. Describe the data disaggregation and manipulation capabilities along with an explanation of who on the charter school's staff will be managing the data.

Definition of ***scientifically based research***: Research conducted using a systematic, empirical methodology that has produced results that are reliable across multiple observations, has been evaluated using an experimental or quasi-experimental design and using control groups or control conditions, and has been accepted by a peer-reviewed journal or evaluated through a comparably rigorous process.

4. ACCOUNTABILITY/ACCREDITATION

8 POINTS

- A. School Accountability Committee. Describe the School Accountability Committee (SAC) pursuant to C.R.S. 22-11-401 & 402, including its purpose, structure and function. Include a description of how the Committee will function in relationship with the school's governing board. Describe the Committee's role with regard to the school improvement plan, who will oversee implementation of the plan, and the frequency with which reports will be provided to the school's authorizer and community.
- B. Goals, Measurements and Accreditation. Describe the school's specific, measurable goals for student academic achievement in relation to CSAP, the Colorado Basic Literacy Act (CBLA), and the authorizer's accreditation indicators: Student Achievement (CSAP scores), Student Growth (Colorado Growth Model), Closing Achievement Gaps (CSAP and Growth Model), and Post-Secondary and Workforce Readiness (graduation rates, drop-out rates, and ACT scores). If CSAP data are not available, list the school's goals for CSAP results; include other bodies of evidence as appropriate. For high schools, list goals for the statewide curriculum achievement test given in 11th grade (Colorado ACT). Goals should be defined by measures and metrics pertinent to their objectives.

Describe other criteria that the committee will use to measure the effectiveness of the school's programs, including all accreditation indicators and grades and subjects not included in CSAP. A thorough plan will include steps to measure the effectiveness of the governing board, administrator, staff and faculty implementing the school's program. Further, it will address financial accountability, student/parent satisfaction, attendance, safety, discipline, and overall academic program assessment. Consider gathering data that will 1) assist in making program adjustments when needed; 2) provide a detailed year-end report to stakeholders/parents; and 3) allow school leaders to clearly measure progress toward primary school goals.

- C. Longitudinal Assessment and Data Management. Explain the school's plan to evaluate student assessment data over time in compliance with C.R.S. 22-11-501. Your plan must reference how the charter school will support increased student academic achievement vis-à-vis Colorado's Model Academic Content Standards and AYP requirements as measured by the CSAP. Describe the school's plan for intervention should any student not make sufficient growth in a year's time or if the student fails to score proficient or advanced on the CSAP. Describe how disaggregated data will be used to identify any achievement gaps among the various student subpopulations required under the federal ESEA. Then describe educational strategies that will be used to close the identified gaps. This portion should be a short summary of the Data Management Plan (Appendix F).

MEETS STANDARD 5-8 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-4 Points
	YES	NO	
<ul style="list-style-type: none"> • Thorough description of the School Accountability Committee including its purpose, structure and function. • Description of process for creating and implementing school improvement plan is complete and convincing. • Goals for student achievement are rigorous yet obtainable. • Numerous accreditation indicators are addressed in goals. • Plan incorporates performance measures for all areas of the school's operation. • All measurement criteria combine to create a broad and thorough accountability plan that is aligned with AYP requirements, accreditation indicators, and CBLA. • Plan to evaluate longitudinal student assessment data is thorough and strategies for closing achievement gaps are compelling. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Description of the School Accountability Committee is incomplete or lacking in detail. • Process for creating and implementing school improvement plan is incomplete or weak. • Goals for student achievement are weak, incomplete or lacking in rigor. • Few or no accreditation indicators in the goals. • Plan does not include performance measures for all areas of the school's operation, or the plan is incomplete in this regard. • Accountability plan is not aligned with AYP requirements, accreditation indicators or CBLA. • Plan to evaluate longitudinal student assessment data is incomplete, and few strategies for closing achievement gaps are identified or such strategies are not compelling.

DOES THE PROPOSAL MEET STANDARD FOR SECTION 4?

- YES.
- NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.

TOTAL POINTS FOR SECTION ____/8

7. BUSINESS CAPACITY

5 POINTS

- A. Business Office Practices and Policies. Describe how the business office practices and policies at the charter school will be or were established. What policies are in place and which ones still need to be developed? Provide some examples of some standard policies that may include who can approve expenditures, approve budgets, etc. Explain the activities that have occurred for the development of an operating budget that demonstrates the fiscal viability of the school, including cash flow projections, and an understanding of the funding methods available to charter schools. What expectations are there for the implementation of audits (either internal or external)? The federal CSP requires that charter schools have annual independent audits. Explain the data management system the charter school will use and how it will interface with the school authorizer's data management system for pupil enrollment and attendance.
- B. Governance and Management Structures. Describe the development of governance and management structures, including the role of the sponsoring authorizer in governance, provision of services, and oversight of the charter school. Explain the governing board's role in financial oversight.

MEETS STANDARD 3-5 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-2 Points
	YES	NO	
<ul style="list-style-type: none"> • Complete business office practices and policies described. • Thorough description of organizational, management and financial plan that demonstrates fiscal viability and autonomy. • Plan for audits is explained thoroughly. • The school's data management system is well described. • Governing and management structures are fully detailed. • The governing board provides strong financial oversight. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Very few business office practices and policies described. • Lacks evidence of an organizational, management and financial plan that demonstrates fiscal viability and autonomy. • Little or no detail on the governance and management structures. • The plan for audits is either non-existent or not explained. • The school's data management system is not well described. • Limited governing board financial oversight.
<p><i>DOES THE PROPOSAL MEET STANDARD FOR SECTION 7?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/5</p>			

11. CONTINUED OPERATION

8 POINTS

- A. Plan for Continued Operation. Describe how the local school board and governing board of the charter school will provide for continued operation of the school once this federal grant has expired. Describe how your funding request reflects the ability of the school to sustain its efforts beyond the years covered in the grant.
- B. Use of Outside/Supplemental Funds. Explain how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices. Note which federal title funds the charter school will be receiving and how the plan for the use of those funds (e.g. the Consolidated Grant Application) was developed in conjunction with the authorizer.
- C. Evidence of Student Demand. Report on the number of students in the lottery pool or any other evidence of student demand for the charter school. Explain the potential for future viability of the charter school.

MEETS STANDARD 5-8 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-4 Points
	YES	NO	
<ul style="list-style-type: none"> • Workable plan to sustain efforts after grant expires. • Strong evidence is provided that the funds will assist the school in meeting the identified needs of students. • Charter school has a waiting list that ensures demand well into the future. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Lack of information on sustainability of efforts. • Fails to provide documentation on how the grant funds will assist the school in meeting the identified needs of students. • Charter school is undersubscribed and future viability is questioned.
<p><i>DOES THE PROPOSAL MEET STANDARD FOR SECTION 11?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/8</p>			

12. CONTRACTUAL AUTONOMY

8 POINTS

The charter school should choose either of the following two sections to address in their application. An application should not contain information for both sections. If there is any question on which section to address, contact the appropriate grant consultant.

I. For grassroots startup charter schools only:

- A. Describe in detail if the school is being developed by a group of community members, a for profit or non-profit organization or any other entity, public or private. Give details about the charter school's legal status and its association with the authorizer. If the founders are using a management company for primary educational services, disclose if there is any professional or pecuniary relationship between the founders and the management company.
- B. Describe the extent to which the charter school is afforded the maximum flexibility under the Colorado Charter Schools Act as detailed in the contract with the charter authorizer.
- C. Explain how the waivers that have been obtained from state statute and school district policy have afforded the charter school autonomy while holding the school accountable for results. Note if the charter school applied for waivers that were denied either by the school district or the State Board of Education.
- D. Specify which services the charter school has been allowed to purchase via a third party, other than the charter authorizer, e.g. accounting, legal services, health services, etc.

II. For conversion (public or private) charter schools only:

Explain in detail the individuals involved in starting the charter school, if a for profit or non-profit organization or any other entity is involved and if the new charter school is a public or private school conversion. Describe the relationship with the charter school's authorizer, including the charter school's legal status.

- A. Describe the extent to which the charter school is afforded the maximum flexibility under the Colorado Charter Schools Act as detailed in the contract with the charter authorizer.
- B. Explain how the waivers that have been obtained from state statute and school district policy have afforded the charter school autonomy while holding the school accountable for results. Note if the charter school applied for waivers that were denied either by the authorizer or the State Board of Education.
- C. Specify which services the charter school has been allowed to purchase via a third party, other than the charter authorizer, e.g. accounting, legal services, health services, etc.
- D. Describe the key stakeholders, including the community, involved in the plan to convert to charter status and what were the key factors driving that decision and process. Describe ways in which the conversion charter school is a "new" school and how planned changes will impact student academic achievement. For example, detail changes to staffing and leadership, curriculum changes and governance changes and how the new school has been significantly restructured.

MEETS STANDARD 5-8 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-4 Points
	YES	NO	
<ul style="list-style-type: none"> • A description of the developers is detailed. • The charter school has a high degree of autonomy built into its charter. • Appropriate waivers have been sought to support the level of autonomy negotiated in the contract. • The charter contract allows the opportunity for the school to purchase services via a third party. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Little or no information is provided about the school's developers. • The charter school has little or no autonomy built into its charter. • Very few waivers have been sought to support the charter contract. • The charter contract stipulates all or most services must be purchased through the district.
<p><i>DOES THE PROPOSAL MEET STANDARD FOR SECTION 12?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/8</p>			

13. TECHNICAL ASSISTANCE

NO SCORE

Requirements:

- A one page narrative describing the school's participation in the technical assistance described below. (*This page will NOT be included in the application page limit.*)
- Completed "Technical Assistance Startup Grant Proposal" form.

This section of the application is not scored, but is required.

CDE places great value on providing high quality support and training based on research proven best practices as a means of ensuring high quality school programs. To complete this section, please provide a narrative description of the school's participation in technical assistance as indicated after each section below. This narrative should align with the overall Professional Development Plan for the school. In addition, at the end of this section, there is a form titled "Technical Assistance Startup Grant Proposal." Please complete this form and include it with the grant application. The form includes any costs or fees associated with each respective training; please be sure that the grant budget accurately reflects the school's technical assistance proposal. The Schools of Choice website includes a calendar of training events for the current school year.

The content, target audiences, and delivery methods for trainings provided through the federal Charter School Program (CSP) funds are based on the best practices identified in the "Standards and Indicators for Continuous School Improvement," the evaluation tool used by the Charter School Support Initiative (CSSI) team, and the team's observations from over 50 site visits. All subgrantee charter schools will participate in a CSSI evaluation during the third year of the grant as a part of the monitoring process. Because the training events are developed based on the CSSI evaluation tool and align closely to that process, it is important that grant application demonstrate an understanding of the CSSI process, timing, and resources available. The technical assistance proposal must include a target date for the CSSI visit at the school.

A. CHARTER SCHOOL SUPPORT INITIATIVE (CSSI)

The Colorado School Support Initiative (CSSI), mirrors the Colorado Title I School Support evaluation process. Specially trained teams of education experts provide schools a comprehensive evaluation using the Standards and Indicators for School Improvement, the research-based, 9-part rubric for evaluating underperforming Title I schools. For charter schools, CDE added a 10th standard covering board leadership and an 11th standard addressing charter school financial practices. Subgrantee charter schools are expected to participate in a CSSI site visit during their third year of receiving the grant. The purpose of engaging in the process is to set a course for self-improvement in the early years of development. The CSSI process begins with an intensive three or four day site visit. After the CSSI site visit, the school receives a detailed report based on the rubric and recommendations for research-based steps to improve school performance.

The CSSI Resource Manual was developed to complement the CSSI evaluation rubric and provides resources and information related to each standard and indicator in the rubric. The manual is available online at:

Grant funds may be used to cover the costs associated with the site visit and subsequent implementation of the plan for improvement developed by the charter school based on the CSSI team's report. The cost of the site visit will be dependent on the size of the school and the size of the site visit team. Team size is determined as follows:

<u>School Size</u>	<u>Team Size</u>	<u>Cost</u>
Student population of 250 or less	5 member CSSI team	\$10,800
Student population of 250-500	6 member CSSI team	\$12,500
Student population of 500-750	7 member CSSI team	\$14,200
Student population of 750+	8 member CSSI team	\$15,900

Describe how the school will use the CSSI Resource Manual and training program to establish best practices during the schools development. Provide a target date for the CSSI site visit.

B. SUBGRANTEE TECHNICAL ASSISTANCE

CDE has designed the subgrantee technical assistance program to align closely to the standards and best practices used in the CSSI process. Trainings for subgrantee schools fall into three categories: "Level 1" high impact mandatory trainings, "Level 2" trainings, and "Level 3" trainings. Startup subgrantees must participate in three "Level 1" mandatory trainings during the first year of the 3-year grant cycle. There are approximately ten "Level 2" training events and fifteen "Level 3" training events offered each year. From these offerings, all subgrantees must select and participate in at least five "Level 2" trainings and at least three "Level 3" training events *each year* during the 3-year grant cycle. All trainings are described below and outlined in the menu of Technical Assistance Events, found at the end of this section. Subgrantee schools are strongly encouraged to send a variety of representatives to training events in order to meet the expectations of the grant. Subgrant funds may be used for any fee-based trainings that are indicated as "pre-approved" in the Technical Assistance Events menu.

The technical assistance offerings are intentionally designed to improve each school's chance for success. As such, alternate trainings or substitutions will not meet the technical assistance requirements of the grant.

Some of the technical assistance training events may be annual events and may occur BEFORE the grant application is due (both Tier I and Tier II). Prior to submitting a grant application, representatives from the school should attend training events in anticipation of receiving a grant award.

Describe the school's intended participation in technical assistance program, indicating which trainings the school will participate in and representatives who will be attending. Provide an explanation of how the board members, administrators, and staff will participate in these trainings and the expectations for implementing the content and skills acquired at the training events.

Level 1 Trainings (three mandatory trainings for Startup subgrantees)

Startup Grant Writers' Training: Held twice per year, this training is designed to provide assistance and instruction for individuals and groups writing the Colorado Charter School Program grant application. Attendance at the Startup Grant Writers' Training will be tracked as a part of the technical assistance requirement of the grant.

Online Governing Board Training Modules and Certification: CDE expects charter school boards to improve their leadership capacity and model continuous improvement through training. CDE, the Colorado League of Charter Schools (The League), and the Charter School Institute (CSI) collaboratively developed free Online Governing Board Training Modules based on best practices in charter school board governance. The modules are available at www.boardtrainingmodules.org and represent approximately 15 hours of professional development training. Each module includes a pre-test to assess the user's current level of understanding, a flash presentation with audio and captions, and a post-test to verify successful acquisition of the content. All subgrantee charter school board members are required to become certified during the Startup Grant year. During the Implementation Grant years, any new board members joining the governing board must complete the training program and obtain certification.

Annual Finance Seminar: The Annual Finance Seminar is an interactive, day-long workshop on charter school finance issues, legislation, changes, and trends that are specific to charter school board members, business managers, and administrators. The department takes the CSSI finance standard, Standard 11, into consideration when establishing the agenda for this event. The cost of these trainings is approximately \$20 per participant.

Level 2 Trainings (subgrantees select to attend 5 events per year)

Performance Management Training: Subgrantees may participate in Performance Management Trainings (PM) which are provided by consultants who are trained and approved in collaboration with The League. Performance Management trainings are designed for targeted audiences, such as administrators or lead teachers, and are based on the best practices identified in the "Standards and Indicators for Continuous School Improvement." The trainings are differentiated to meet the needs of the school and their developmental level. PM trainings address topics such as curriculum alignment, standards-based instruction and assessment, and data driven decision making. The League and CDE select and train consultants to provide PM trainings based on their demonstrated track record of success and expertise. If the school will not be participating in any of the trainings, the subgrantee should explain in the one-page narrative how the training needs will otherwise be met. The cost of these trainings is based on the school's needs and is negotiated with the training consultant. Up to \$1,000 of subgrant funds may be used to pay for these trainings.

Performance Management Training for Boards: Similar to the PM trainings described above, The League provides training for governing boards in monitoring and tracking the school program through data and data management systems. Trainings are offered regionally and individually to schools that request it. This training is offered for \$600 for a four-hour training, and subgrant funds may be used to pay for the training.

Administrator Mentoring Cohort : To build leadership capacity among new charter school administrators and those aspiring to be charter school administrators, CDE offers a mentoring program, the Administrator Mentoring Cohort (AMC). Building administrators' skills and capacity positively impacts teachers, school culture, school operations, and ultimately student achievement. It also helps curtail feelings of isolation among new leaders by providing a peer network, while enabling mature leaders to develop their mentoring skills. The curriculum for the program is based on the Administrator's Guide to Leading a Colorado Charter School (available online on the CDE website). As a supplement, a resource library that complements the handbook is available to participants. Experienced mentors with demonstrated success are selected and trained by CDE staff to design the mentoring curriculum, make selections for the resource library, and to implement the program.

The program is designed to target the needs of individuals who may be new to administrative roles, principals with prior experience but new to charter schools, or principals of turnaround schools. Administrators outside of those categories are welcome to participate in the program. The two year program follows an instructional model that includes work as a cohort team, work with a mentor, written reflections, and site visit observations. The full cohort meets five times per year, and individual participants meet with their assigned mentor on a personalized schedule. Individual mentoring sessions are conducted regionally, and may include school visits, phone conferences, and shadowing. Participants who successfully complete the program may be identified and invited to continue in the program as a mentor, thus perpetuating the growth of the mentoring program and an administrator network in Colorado.

The cost of the program will depend on the level of participation. Level I participation (full) is \$2,500 per year; Level II participation (with approval) is \$1,500 per year. All startup subgrantee schools are strongly encouraged to enter the program with Level I participation. Schools requesting Level II participation must obtain prior approval from the Schools of Choice Unit at CDE. Subgrant funds may be used to pay for the training program. Administrators from schools who are ineligible for the subgrant may also participate in the program at the same fee rate with the costs paid by the school.

Business Manager Network Meetings: Charter school closures in Colorado have been primarily the result of financial mismanagement. CDE offers support structures for administrators, business managers, and board treasurers to address the financial aspects of charter management through the Business Manager Network (BMN). CDE uses the CSSI finance standard, Standard 11, when establishing the agenda for these trainings. At these meetings, schools receive the most current and practical, experience-based technical information on topics pertinent to business management of charter schools. Demonstrated success and best practices are shared openly among participants, fostering a sense of community and networking. CDE assembles an agenda for each meeting based on requests from participants and relevance to the business environment. Meetings are typically held four times per year (every other month following the Annual Finance Seminar). The cost of these trainings is approximately \$20 per participant.

Unified Improvement Plan Training and Facilitation: The new accreditation framework in Colorado requires that schools develop a Unified Improvement Plan (UIP) each year, including the first year of operation. Schools are expected to follow a scripted process for developing the UIP which can be overwhelming and complicated for new schools. The League offers a variety of trainings and consultation services (including planning facilitation) to assist schools in the development of the UIP. Subgrantee schools may use up to \$1000 of subgrant funds to pay for UIP training and services offered through The League.

Level 3 Trainings (subgrantees select to attend 3 events per year)

Regional and Specialized Governing Board Training: With the growing number of charter schools in the state, there is a constant need for high quality charter school governing board members. CDE, in collaboration with The League, offers free regional board training once per semester. These trainings offer an abbreviated examination of the online module training topics, and are aligned with CSSI board governance standard, Standard 10. Schools may also request differentiated training, which is provided through The League and may be purchased with subgrant funds. These specialized trainings (including Strategic Planning training) are offered for \$600 for a half-day (4 hour) training, or \$1,000 for a full-day training. Board members of subgrantee schools must substantially complete the Online Board Training Modules in order to use subgrant funds for specialized training.

Board President's Council: CDE emphasizes collaboration and the sharing of best practices among charter schools. CDE facilitates meetings of the Board President's Council with the aim of providing support and resources to governing board leadership. The Board President's Council is available to current and future board leaders and chairpersons, and provides a venue for troubleshooting, networking, technical assistance, and discussion. Meetings are held four times per year (two regionally and two via webinar). The Board President's Council also provides review and feedback on the content of the Governing Board President's Handbook currently under development. There is no charge to participate in this program.

Pikes Peak Leadership Development Luncheons: These luncheons are held monthly during the school year and are open to all charter school administrators, or those aspiring to be charter school administrators. Led by an experienced charter school administrator, these luncheons help improve knowledge through book studies and discussions, and reduce the sense of isolation. The model for this program differs from the Administrator Mentoring Cohort, in that the focus text varies from year to year depending on the interests and needs of the group. The cost of these trainings is approximately \$20 per participant.

Regional Charter School Luncheons: CDE facilitates luncheons to provide networking and training opportunities to regional charter school personnel. CDE has found that networking provides new leaders, administrators, and employees with knowledge, skill, and resources that may be difficult to develop without a network of peers. Lunches are arranged regionally and occur twice a semester. Although CDE values and encourages these networking opportunities, subgrant funds may not be used for these events.

Technical Assistance Events Menu

	Level 1 Subgrantee Participation (Startup Grant)	Level 1 Subgrantee Participation (Implementation Grant)	Level 2 Subgrantee Participation (Subgrantees must participate in at least 5 training events per year during the 3-year grant cycle)	Level 3 Subgrantee Participation (Subgrantees must participate in at least 3 training events per year during the 3-year grant cycle)	Pre-approved training (subgrant funds may be used)	Free Training	Training available to schools after completion of the grant cycle (fees may be charged)	Training provided in collaboration with The League
<i>Subgrantee School Support</i>								
Startup Grant Training	X					X		
Implementation Grant Training		X				X		
Performance Management Training			X		X		X	X
Charter School Support Initiative (CSSI)		X			X		X	
Regional Charter School Networking Luncheons				X			X	
Unified Improvement Planning Training and Facilitation			X		X		X	X
<i>Governing Board Support</i>								
Online Governing Board Training Modules	X	X				X	X	X
Regional Governing Board Training				X		X	X	X
Board President's Council				X		X	X	
Specialized Governing Board Training				X	X		X	X
Performance Management Training for Boards			X		X		X	X
<i>Administrator Support</i>								
Administrator Mentoring Cohort			X		X		X	
Pikes Peak Leadership Luncheons				X	X		X	
<i>Business Office Support</i>								
Annual Finance Seminar	X	X			X		X	
Business Manager Network Meetings			X		X		X	

C. CDE/SOC RECORD KEEPING

The Schools of Choice Unit at CDE will be keeping track of specific information as a part of its federal Charter School Program grant. This will include attendance at SOC sponsored trainings and seminars, and participation in any of the technical assistance training events listed above. *Subgrantee schools are required to notify SOC of any administrator, leadership, or board turnover at the school during the full three-year grant cycle.*

Through the federal Charter School Grant program, SOC is also required to track specific information and data that is collect through annual surveys. Recipients of the grant are expected to participate in these surveys and other data collection projects for the life of the school.

Provide the following information in the grant application:

- *Principal's name and date of hire. If this is not the school's first principal, provide the name and employment dates of previous administrators.*
- *Names and email addresses of persons on the CDE/SOC charter school e-mail distribution list. Multiple people from each school are encouraged to be on this list.*
- *Current list of board members, with officers identified, with a phone number and e-mail address for each board member listed.*

TECHNICAL ASSISTANCE Startup Grant – PROPOSAL

Level 1 Subgrantee Participation

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Startup Grant Writers' Training	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Free
Online Governing Board Training Modules	<input type="checkbox"/> _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Free
Annual Finance Seminar	<input type="checkbox"/> Fall Semester	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Approximately \$20 per participant

Level 2 Subgrantee Participation

Representatives from the school must attend at least five events per year. An event is any single date of attendance.

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Performance Management Training <i>(Training topics vary and may span several dates.)</i>	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Up to \$1000 of subgrant funds
Performance Management Training for Boards	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$600

Administrator Mentoring Cohort	(Actual event dates will vary throughout the year) <input type="checkbox"/> Level I - Full Participation <input type="checkbox"/> Level II - Partial Participation (requires approval)	<input type="checkbox"/> Administrator(s)	\$2,500 Level I \$1,500 Level II
Business Manager Network Meetings	<input type="checkbox"/> First Quarter <input type="checkbox"/> Second Quarter <input type="checkbox"/> Third Quarter <input type="checkbox"/> Fourth Quarter	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager	\$20 per participant per meeting
Unified Improvement Plan Training/ Facilitation	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Up to \$1000 of subgrant funds

Level 3 Subgrantee Participation

Representatives from the school must attend at least three events per year. An event is any single date of attendance.

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Regional Board Training	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Specialized Governing Board Training	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$600 half day \$1,000 full day
Board President's Council	<input type="checkbox"/> Fall Semester Meeting <input type="checkbox"/> Fall Semester Webinar <input type="checkbox"/> Spring Semester Meeting <input type="checkbox"/> Spring Semester Webinar	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Pike's Peak Leadership Luncheons	<input type="checkbox"/> First Quarter <input type="checkbox"/> Second Quarter <input type="checkbox"/> Third Quarter <input type="checkbox"/> Fourth Quarter	<input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	\$20 per participant per training
Regional Networking Luncheons	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Not eligible for subgrant funds

14. DISCLOSURE INFORMATION

The completion of this element is required, but will not be scored. 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 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.

- A. Describe any other agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), technology providers, professional development providers, curriculum companies, or educational service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an education management organization or charter management organization has been or will be executed, please include a copy of the agreement as an attachment to the grant application.
- B. Explain any relationship with a service provider (e.g. education management organization/company, technical assistance provider). 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 developers 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?) Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds.
- C. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.

NOTE: SCHOOLS OF CHOICE UNIT STAFF WILL REQUEST TO REVIEW A COPY OF THE CONTRACT WITH A SERVICE PROVIDER BEFORE RELEASING ANY GRANT FUNDS. ISSUES OF CONCERN MUST BE RESOLVED BEFORE GRANT FUNDS WILL BE RELEASED.

3.....IMPLEMENTATION GRANT

Generally, each implementation (continuation) request will be reviewed in light of the grantee's attentiveness to fiscal considerations and responsibility in use of grant funds to date.

Factors that will be considered are, but are not limited to:

- Any significant, unexplained discrepancies between approved and actual prior year grant expenditures;
- The legitimacy of the planned expenditures in the context of the recipient's overall financial picture;
- Evidence that the charter school is being operated in accordance with the information provided in the first year's grant proposal, including the demonstration of accountability;
- Progress made toward goals outlined in the first year application;
- Failure to make adequate yearly progress or satisfactory student academic achievement; and
- Student enrollment and need.

FORMAT

Each implementation application must be submitted electronically to the Schools of Choice Unit. The application should be submitted in either a Word or Adobe Acrobat format and the budget should be submitted in an Excel format via an email attachment. Not more than two electronic files should be submitted: the first either a Word or PDF with the implementation application and a second an Excel file containing the electronic budget. There is no need to submit the cover sheet, the certifications form or signatures.

The following formatting instructions are **mandatory**:

1. All pages must be standard letter size (8.5" x 11"); 12 point Times New Roman or Arial font; single-spaced with a margin of at least one inch on all sides.
2. The body of the application should not exceed 16 pages. Only the appendices listed below should be included. The body of the application and the appendices should be in one electronic document, not separate.
3. Label email and all attachments with the charter school name. The Word/PDF file should have a footer with the charter school name.
4. The signature page and signatures are not needed for implementation grant applications.
5. Prepare cover page with current contact information for school, school administrator and grant contact.

ATTACHMENTS

1. Attachment A: Charter school's lottery policy, which includes a report on how the first class of students was enrolled.
2. Attachment B: CDE budget form using the Excel electronic file.
3. Attachment C: Charter school annual budget and previous year's end of fiscal year statement (if available).
4. Attachment D: Amended technology plan (if applicable).
5. Attachment E: Amended library plan (if applicable).
6. Attachment F: Amended professional development plan (must be updated from previous year). If the charter school did not make AYP in either reading or math, the professional development plan MUST be tied to improving student academic achievement in reading and math.
7. Attachment G: Data management plan (must be updated from previous year) and current student academic achievement data (if available).
8. Attachment H: List of statutes and their titles from which the charter school was waived (this may be different than what was *requested*). Do not submit the entire waiver request; the list of statutes and their titles should not be longer than one page. The list should be included in the narrative portion of the grant and not as an attachment.

NOTE: There is no page count limitation for attachments.

These required attachments, which should be submitted with your grant application, are not alphabetically aligned to the RFP Appendices.

REVIEW PROCESS

Implementation grant applications will be reviewed electronically by outside reviewers and scored individually. Additionally, Schools of Choice Unit staff will review each application. Applications not scoring high enough to be funded will be asked for additional information. Failure to satisfactorily provide the requested additional information by the deadline may result in the application not being funded.

YEAR TWO AND YEAR THREE GRANT REQUESTS

Duplicate reports (i.e., reflecting only minor adjustments from the previous year's application/report) will not be accepted. Moreover, performance reports that are of substantially less quality than the previous performance report will not be considered for funding. Each implementation (continuation, year two or year three) application must be submitted in the sequence outlined on the following pages. Please use the following as a checklist to submit your documentation to the Schools of Choice Unit at CDE. It is possible that year two and/or year three funding will be terminated if there is sufficient cause.

1. EXECUTIVE SUMMARY (SHOULD NOT EXCEED ONE PAGE) 2 POINTS

MEETS STANDARD 2 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0 Points
	YES	NO	
<ul style="list-style-type: none"> • Clear evidence the school has used grant funds to address the vision and mission of the charter. 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Very limited evidence the school has used grant funds to address the vision and mission of the charter.
<p>DOES THE PROPOSAL MEET STANDARD FOR SECTION 1?</p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/2</p>			

2. GENERAL PROGRESS REPORT ON EACH PROJECT GOAL 5 POINTS

Both a narrative and a quantitative update on progress made on project goals.

MEETS STANDARD 3-5 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0-2 Points
	YES	NO	
<ul style="list-style-type: none"> • Progress report indicates significant progress made on project goals. • Progress demonstrates strong likelihood of student academic achievement during the implementation grant period. 	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Progress report indicates limited progress on project goals. • Progress demonstrates minimal impact on student academic achievement during the implementation grant period.
<p>DOES THE PROPOSAL MEET STANDARD FOR SECTION 2?</p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/5</p>			

3. PROJECT BUDGET NARRATIVE

8 POINTS

The budget narrative should be aligned with project goals established in the first year. Report on funds that were spent and any budget revisions or reallocations. If a supplemental grant was awarded, report on how the supplemental grant award was/is being spent.

MEETS STANDARD 5-8 Points	<i>MEETS STANDARD?</i>		DOES NOT MEET STANDARD 0-4 Points
	YES	NO	
<ul style="list-style-type: none"> • Budget request aligns with project goals. • Budget detailed & specific; not vague & does not include estimates. • Detailed information reported on the supplemental award. • Almost all of previous grant award spent or encumbered. 	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> • Budget request only somewhat aligns with project goals or with only some of the project goals. • Budget vague & without specific detail. • Little, if any, information provided on the supplemental award. • Small portion of previous grant award spent or encumbered.
<p><i>DOES THE PROPOSAL MEET STANDARD FOR SECTION 3?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/8</p>			

5. CONTINUED OPERATION

2 POINTS

Describe how the local school board and governing board of the charter school will provide for continued operation of the school once this federal grant has expired. This should not be a repeat of what was submitted in the previous year's application. Instead, it should be an update on the progress made on that plan. Note which federal Title funds the charter school receives through its authorizer and a general description of how those funds are being used. List each of the governing board members, their title and term and how many of the online board training modules they have completed.

MEETS STANDARD 2 Points	MEETS STANDARD?		DOES NOT MEET STANDARD 0 Points
	YES	NO	
<ul style="list-style-type: none"> Charter school moving toward financial stability without these grant funds in the future. Student demand is strong & clearly evident. 	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<ul style="list-style-type: none"> Very limited evidence the school has used grant funds to address the vision & mission of the charter.
<p><i>DOES THE PROPOSAL MEET STANDARD FOR SECTION 5?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> NO. APPLICANT DID NOT FULLY ADDRESS ALL STANDARDS.</p>			
<p>TOTAL POINTS FOR SECTION ____/2</p>			

6. ADEQUATE YEARLY PROGRESS

This element is only required if the charter school did not make AYP in reading or math. For schools not making AYP in reading or math, explain how professional development funds are being tied to increasing academic achievement.

<p><i>DOES THE CHARTER SCHOOL MEET ADEQUATE YEARLY PROGRESS?</i></p> <p><input type="checkbox"/> YES.</p> <p><input type="checkbox"/> No.</p>
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7. TECHNICAL ASSISTANCE

NO SCORE

Requirements:

- A one page narrative describing the school's participation in the technical assistance described below. (*This page will NOT be included in the application page limit.*)
- Completed "Technical Assistance Implementation Grant Proposal" form.

This section of the application is not scored, but is required.

CDE places great value on providing high quality support and training based on research proven best practices as a means of ensuring high quality school programs. To complete this section, please provide a narrative description of the school's participation in technical assistance as indicated after each section below. This narrative should closely align with the overall Professional Development Plan for the school. In addition, at the end of this section, there is a form titled "Technical Assistance Implementation Grant Proposal." Please complete this form and include it with the grant application. The form includes any costs or fees associated with each respective training; please be sure that the grant budget accurately reflects the school's technical assistance proposal. The Schools of Choice website includes a calendar of training events for the current school year.

The content, target audiences, and delivery methods for trainings provided through the federal Charter School Program (CSP) funds are based on the best practices identified in the "Standards and Indicators for Continuous School Improvement," the evaluation tool used by the Charter School Support Initiative (CSSI) team, and the team's observations from over 50 site visits. All subgrantee charter schools will participate in a CSSI evaluation during the third year of the grant as a part of the monitoring process. Because the training events are developed based on the CSSI evaluation tool and align closely to that process, it is important that grant application demonstrate an understanding of the CSSI process, timing, and resources available. The technical assistance proposal must include a target date for the CSSI visit at the school.

A. CHARTER SCHOOL SUPPORT INITIATIVE (CSSI)

The Colorado School Support Initiative (CSSI), mirrors the Colorado Title I School Support evaluation process. Specially trained teams of education experts provide schools a comprehensive evaluation using the Standards and Indicators for School Improvement, the research-based, 9-part rubric for evaluating underperforming Title I schools. For charter schools, CDE added a 10th standard covering board leadership and an 11th standard addressing charter school financial practices. Subgrantee charter schools are expected to participate in a CSSI site visit during their third year of receiving the grant. The purpose of engaging in the process is to set a course for self-improvement in the early years of development. The CSSI process begins with an intensive three or four day site visit. After the CSSI site visit, the school receives a detailed report based on the rubric and recommendations for research-based steps to improve school performance.

The CSSI Resource Manual was developed to complement the CSSI evaluation rubric and provides resources and information related to each standard and indicator in the rubric. The manual is available online at:

http://www.cde.state.co.us/cdechart/download/CSSI_Handbook_Final.pdf

Grant funds may be used to cover the costs associated with the site visit and subsequent implementation of the plan for improvement developed by the charter school based on the CSSI team's report. The cost of the site visit will be dependent on the size of the school and the size of the site visit team. Team size is determined as follows:

<u>School Size</u>	<u>Team Size</u>	<u>Cost</u>
Student population of 250 or less	5 member CSSI team	\$10,800
Student population of 250-500	6 member CSSI team	\$12,500
Student population of 500-750	7 member CSSI team	\$14,200
Student population of 750+	8 member CSSI team	\$15,900

Describe how the school will use or has used the CSSI Resource Manual and training program to establish best practices during the schools development. If the CSSI visit is not already scheduled, provide a target date for the CSSI site visit.

B. SUBGRANTEE TECHNICAL ASSISTANCE

CDE has designed the subgrantee technical assistance program to align closely to the standards and best practices used in the CSSI process. Trainings for subgrantee schools fall into three categories: "Level 1" high impact mandatory trainings, "Level 2" trainings, and "Level 3" trainings. Implementation subgrantees must participate in four "Level 1" mandatory trainings *each year*. There are approximately ten "Level 2" training events and fifteen "Level 3" training events offered each year. From these offerings, all subgrantees must select and participate in at least five "Level 2" trainings and at least three "Level 3" training events *each year* during the 3-year grant cycle. All trainings are described below and outlined in the menu of Technical Assistance Events, found at the end of Startup Grant Section 13. Subgrantee schools are strongly encouraged to send a variety of representatives to training events in order to meet the expectations of the grant. Subgrant funds may be used for any fee-based trainings that are indicated as "pre-approved" in the Technical Assistance Events menu.

The technical assistance offerings are intentionally designed to improve each school's chance for success. As such, alternate trainings or substitutions will not meet the technical assistance requirements of the grant.

Some of the technical assistance training events may be annual events and may occur BEFORE the grant application is due (both Tier I and Tier II). Prior to submitting a grant application, representatives from the school should attend training events in anticipation of receiving a grant award.

Describe the school's intended participation in the technical assistance program, indicating which trainings the school will participate in and representatives who will be attending. Provide an explanation of how the board members, administrators, and staff will participate in these trainings and the expectations for implementing the content and skills acquired at the training events.

*****Please refer to the Technical Assistance Events Menu on page 39.*****

Level 1 Trainings (four mandatory trainings for Implementation subgrantees)

Implementation Grant Writers' Training: Held once per year in a webinar format, this training is designed to provide assistance and instruction for individuals and groups writing the Colorado Charter School Program grant application. Attendance at the Implementation Grant Writers' Training will be tracked as a part of the technical assistance requirement of the grant.

Charter School Support Initiative: The CSSI visit is mandatory for the Implementation Grant. Subgrantee schools in the second year of the grant must schedule a date for the CSSI visit. Subgrantee schools in the third year of the grant must complete the CSSI site visit prior to the end of the fiscal year.

Online Governing Board Training Modules and Certification: CDE expects charter school boards to improve their leadership capacity and model continuous improvement through training. CDE, the Colorado League of Charter Schools (The League), and the Charter School Institute (CSI) collaboratively developed the free Online Governing Board Training Modules based on best practices in charter school board governance. The modules are available at www.boardtrainingmodules.org and represent approximately 15 hours of professional development training. Each module includes a pre-test to assess the user's current level of understanding, a flash presentation with audio and captions, and a post-test to verify successful acquisition of the content. All subgrantee charter school board members are required to become certified during the Startup Grant year. During the Implementation Grant years, any new board members joining the governing board must complete the training program and obtain certification.

Annual Finance Seminar: The Annual Finance Seminar is an interactive, day-long workshop on charter school finance issues, legislation, changes, and trends that are specific to charter school board members, business managers, and administrators. The department takes the CSSI finance standard, Standard 11, into consideration when establishing the agenda for this event. The cost of these trainings is approximately \$20 per participant.

Level 2 Trainings (subgrantees attend 5 events per year)

Performance Management Training: Subgrantees may participate in Performance Management Trainings (PM) which are provided by consultants who are trained and approved in collaboration with The League. Performance Management trainings are designed for targeted audiences, such as administrators or lead teachers, and are based on the best practices identified in the "Standards and Indicators for Continuous School Improvement." The trainings are differentiated to meet the needs of the school and their developmental level. PM trainings address topics such as curriculum alignment, standards-based instruction and assessment, and data driven decision making. The League and CDE select and train consultants to provide PM trainings based on their demonstrated track record of success and expertise. If the school will not be participating in any of the trainings, the subgrantee should explain in the one-page narrative how the training needs will otherwise be

met. and the cost of these trainings is based on the school's needs and is negotiated with the training consultant. Up to \$1,000 of subgrant funds may be used to pay for these trainings.

Performance Management Training for Boards: Similar to the PM trainings described above, The League provides training for governing boards in monitoring and tracking the school program through data and data management systems. Trainings are offered regionally and individually to schools that request it. This training is offered for \$600 for a four-hour training, and subgrant funds may be used to pay for the training.

Administrator Mentoring Cohort: To build leadership capacity among new charter school administrators and those aspiring to be charter school administrators, CDE offers a mentoring program, the Administrator Mentoring Cohort (AMC). Building administrators' skills and capacity positively impacts teachers, school culture, school operations, and ultimately student achievement. It also helps curtail feelings of isolation among new leaders by providing a peer network, while enabling mature leaders to develop their mentoring skills. The curriculum for the program is based on the Administrator's Guide to Leading a Colorado Charter School (available online on the CDE website). As a supplement, a resource library that complements the handbook is available to participants. Experienced mentors with demonstrated success are selected and trained by CDE to design the mentoring curriculum, make selections for the resource library, and to implement the program.

The program is designed to target the needs of individuals who may be new to administrative roles, principals with prior experience but new to charter schools, or principals of turnaround schools. Administrators outside of those categories are welcome to participate in the program. The two year program follows an instructional model that includes work as a cohort team, work with a mentor, written reflections, and site visit observations. The full cohort meets four times per year, and individual participants meet with their assigned mentor on a personalized schedule. Individual mentoring sessions are conducted regionally, and may include school visits, phone conferences, and shadowing. Participants who successfully complete the program may be identified and invited to continue in the program as a mentor, thus perpetuating the growth of the mentoring program and an administrator network in Colorado.

The cost of the program will depend on the level of participation. Level I participation (full) is \$2,500 per year; Level II participation is \$1,500 per year. All Startup subgrantee schools are strongly encouraged to enter the program with Level I participation. Schools requesting Level II participation must obtain prior approval from the Schools of Choice Unit at CDE. Subgrant funds may be used to pay for the training program. Administrators from schools who are ineligible for the subgrant may also participate in the program at the same fee rate with the costs paid by the school.

Business Manager Network Meetings: Charter school closures in Colorado have been primarily the result of financial mismanagement. CDE offers support structures for administrators, business managers, and board treasurers to address the financial aspects of charter management through the Business Manager Network (BMN). CDE uses the CSSI finance standard, Standard 11, when establishing the agenda for these trainings. At these meetings, schools receive the most current and practical, experience-based technical information on topics pertinent to business management of charter schools. Demonstrated success and best practices are shared openly among participants, fostering a sense of community and networking. CDE assembles an agenda for each meeting based on requests from participants and relevance to the business environment. Meetings are typically

held four times per year (every other month following the Annual Finance Seminar). The cost of these trainings is approximately \$20 per participant.

Unified Improvement Plan Training and Facilitation: The new accreditation framework in Colorado requires that schools develop a Unified Improvement Plan (UIP) each year, including the first year of operation. Schools are expected to follow a scripted process for developing the UIP which can be overwhelming and complicated for new schools. The League offers a variety of trainings and consultation services (including planning facilitation) to assist schools in the development of the UIP. Subgrantee schools may use up to \$1000 of subgrant funds to pay for UIP training and services offered through The League.

Level 3 Trainings (subgrantees select to attend 3 events per year)

Regional and Specialized Governing Board Training: With the growing number of charter schools in the state, there is a constant need for high quality charter school governing board members. CDE, in collaboration with The League, offers free regional board training once per semester. These trainings offer an abbreviated examination of the online module training topics, and are aligned with CSSI board governance standard, Standard 10. Schools may also request differentiated training, which is provided through The League and may be purchased with subgrant funds. These specialized trainings (including Strategic Planning training) are offered for \$600 for a half-day (4 hour) training, or \$1,000 for a full-day training. Board members of subgrantee schools must substantially complete the Online Board Training Modules in order to use subgrant funds for specialized training.

Board President's Council: CDE emphasizes collaboration and the sharing of best practices among charter schools. CDE facilitates meetings of the Board President's Council with the aim of providing support and resources to governing board leadership. The Board President's Council is available to current and future board leaders and chairpersons, and provides a venue for troubleshooting, networking, technical assistance, and discussion. Meetings are held four times per year (two regionally and two via webinar). The Board President's Council also provides review and feedback on the content of the Governing Board President's Handbook currently under development. There is no charter to participate in this program.

Pikes Peak Leadership Development Luncheons: These luncheons are held monthly during the school year and are open to all charter school administrators, or those aspiring to be charter school administrators. Led by an experienced charter school administrator, these luncheons help improve knowledge through book studies and discussions, and reduce the sense of isolation. The model for this program differs from the Administrator Mentoring Cohort, in that the focus text varies from year to year depending on the interests and needs of the group. The cost of these trainings is approximately \$20 per participant.

Regional Charter School Luncheons: CDE facilitates luncheons to provide networking and training opportunities to regional charter school personnel. CDE has found that networking provides new leaders, administrators, and employees with knowledge, skill, and resources that may be difficult to develop without a network of peers. Lunches are arranged regionally and occur twice a semester. Although CDE values and encourages these networking opportunities, subgrant funds may not be used for these events.

The "Technical Assistance Events Menu" can be found in this RFP under Startup Grant, Section 13: Technical Assistance.

C. CDE/SOC RECORD KEEPING

The Schools of Choice Unit at CDE will be keeping track of specific information as a part of its federal Charter School Program grant. This will include attendance at SOC sponsored trainings and seminars, and participation in any of the technical assistance training events listed above. *Subgrantee schools are required to notify SOC of any administrator, leadership, or board turnover at the school during the full three-year grant cycle.*

Through the federal Charter School Grant program, SOC is also required to track specific information and data that is collect through annual surveys. Recipients of the grant are expected to participate in these surveys and other data collection projects for the life of the school.

Provide the following information in the grant application:

- *Principal's name and date of hire. If this is not the school's first principal, provide the name and employment dates of previous administrators.*
- *Names and email addresses of persons on the CDE/SOC charter school e-mail distribution list. Multiple people from each school are encouraged to be on this list.*
- *Current list of board members, with officers identified, with a phone number and e-mail address for each board member listed.*

TECHNICAL ASSISTANCE Implementation Grant – PROPOSAL

Level 1 Subgrantee Participation

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Implementation Grant Writers' Training	<input type="checkbox"/> Fall Semester Webinar	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Free
Charter School Support Initiative Site Visit	<input type="checkbox"/> _____	NA	\$10,800-\$15,900 depending on school size
Online Governing Board Training Modules	<input type="checkbox"/> _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Free
Annual Finance Seminar	<input type="checkbox"/> Fall Semester	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Approximately \$20 per participant

Level 2 Subgrantee Participation

Representatives from the school must attend at least five events per year. An event is any single date of attendance.

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Performance Management Training (Training topics vary and may span several dates.)	<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Up to \$1000 of subgrant funds

Performance Management Training for Boards	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$600
Administrator Mentoring Cohort	(Actual event dates will vary throughout the year) <input type="checkbox"/> Level I - Full Participation <input type="checkbox"/> Level II - Partial Participation (requires approval)	<input type="checkbox"/> Administrator(s)	\$2500 Level I \$1500 Level II
Business Manager Network Meetings	<input type="checkbox"/> First Quarter <input type="checkbox"/> Second Quarter <input type="checkbox"/> Third Quarter <input type="checkbox"/> Fourth Quarter	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager	\$20 per participant per meeting
Unified Improvement Plan Training/ Facilitation	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Up to \$1000 of subgrant funds

Level 3 Subgrantee Participation

Representatives from the school must attend at least three events per year. An event is any single date of attendance.

Session Title/Event	Target Dates	Attendees	Cost
	<i>Please indicate the dates your school participated, or intends to participate in, or complete each training opportunity. Where the date is not provided, please indicate a target for completion.</i>	<i>Please indicate the actual or proposed attendees for each training opportunity.</i>	
Regional Board Training	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Specialized Governing Board Training	<input type="checkbox"/> _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$600 half day \$1000 full day
Board President's Council	<input type="checkbox"/> Fall Semester Meeting <input type="checkbox"/> Fall Semester Webinar <input type="checkbox"/> Spring Semester Meeting <input type="checkbox"/> Spring Semester Webinar	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Pike's Peak Leadership Luncheons	<input type="checkbox"/> First Quarter <input type="checkbox"/> Second Quarter <input type="checkbox"/> Third Quarter <input type="checkbox"/> Fourth Quarter	<input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	\$20 per participant per training
Regional Networking Luncheons	<input type="checkbox"/> Fall Semester <input type="checkbox"/> Spring Semester	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional Staff	Not eligible for subgrant funds

Both year two and year three implementation applications MUST be submitted electronically via an e-mail attachment to: schoolsofchoice@cde.state.co.us no later than 11:00 a.m. on or before their due dates. Refer to grants calendar page 6 of this RFP.

FINAL GRANT REPORT

A final grant report is due to the Schools of Choice Unit at CDE within 30 days after the end of the final budget period. 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 financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
4. 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.

4.....BUDGET INFORMATION

INTRODUCTION

The proposed budget and the budget narrative should support the project goals in Required Element Two of the application. There should be a clear relationship between the proposed activities and how the funds will be spent. Startup (year one) applications should contain budgets for **three** years of funding; Implementation (years two and three) should contain budgets for **two** years and **one** year of funding, respectively.

Budgets for the anticipated amount of funding must be submitted on the CDE Budget Form, using the Excel electronic file, and conform to the object code categories (listed in this chapter) that school districts use in their accounting system. After applications have been reviewed and awarded, a revised budget will likely be required. The final budget must comply with the application review comments and the proposed budget.

BUDGET DEVELOPMENT

The budget period for this grant is **upon final approval through June 30** of each year. The proposed subgrantee budget should reflect that timeframe.

All revised budgets must be submitted and approved within 30 days of the date on the grant award letter or supplemental grant letter. Any subgrantee not providing an approved, revised budget by the deadline may be subject to losing their grant award.

Each line item in the budget narrative should note the object code, quantity, the budget amount, project number and year, a justification and a date the activity will be completed. All columns should be complete. No single line item should be more than \$10,000 without a detailed justification. Break down line items exceeding \$10,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended. Generalities will be asked to be clarified. Each project goal should have a related budget narrative that is subtotaled. Budgets categorized 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.

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal "supplement not supplant" policy. Funds must supplement rather than supplant local effort. CSP funds may not be used for school year salary and fringe benefits for staff members, but may be used for staff development and extended contracts. Funds may not be used for routine operational costs of the school that are a regular ongoing part of a school budget. Proposed budgets should reflect actual projected costs at a reasonable level. Budget line items that are unrealistic will be cut or trimmed. For example, if \$5,000 is

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard letter-size paper without an excess number of blank lines that waste paper.

requested for a new laptop computer, only \$2,000 may be approved. 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 REVISION

Periodically an approved grant budget must be revised due to a change in need at the school or a supplemental grant award. Each approved revision should be given a new number and date on the cover page and the date of submission in the file name. Revisions should be highlighted in both the body of the budget detail sheet and equipments page. Each revision sent to SOC staff for consideration does NOT need a new number.

Please note on tab 7 of the Excel file the date and reason for the revision and any notes that would help explain what was revised, e.g. deletions, additions, changes in cost, etc.

If the revision is to address a modification requested by the charter school, it is best to contact SOC staff first to make sure the change will be approved. The email request should completely explain the reason for the request. Expenditure of un-approved grant costs is not allowable. Upon SOC approval, the revised budget replaces the previously-approved budget. Emails and approved revised budgets must be provided to the subgrantee's fiscal agent. The email from Denise Mund, Peg McMillen or Jeri Bisbee will be the official documentation to begin spending or encumbering grant funds.

GRANT AWARD PROCESS

Awards are typically posted on the SOC Web site the afternoon they are reviewed. The review date is included in the grant calendar, page 6 of this RFP or at: <http://www.cde.state.co.us/cdechart/download/GrantCalendar.htm>. Within a few weeks of the review date, SOC staff will send applicants an email with a grant award letter attached. The award letter will stipulate any additional information that is required before final approval. Awards are contingent upon evidence of an executed and signed contract between the school and their authorizer and may never be spent retroactively. After the additional information is satisfactorily provided to SOC, the applicant will receive an email stating the subgrantee has final approval. A follow-up email from grants fiscal management will provide needed grant fiscal forms (Fiscal Agreement and Request for Funds) and instructions. After final approval, a hard copy of the grant award letter and, the reviewer's comments will be mailed to the subgrantee and the fiscal agent (authorizer). Funds should not be spent or encumbered until the grant has received final approval.

A supplemental award may be given after Tier Two applications have been reviewed and awarded funds. Supplemental funds must fit within the subgrantee's approved project goals. Supplemental budgets should be added to the current fiscal year approved budget, noting that it is a revision on the cover page. The date and total award amount on the cover page should also be updated. Supplemental awards have a deadline for budget approval. If the deadline isn't met, the supplemental award may be rescinded.

BUDGET GUIDANCE

Items that cannot be funded and therefore should not be requested:

- Capital expenses, such as remodeling, technology leases, elevators, water main valves, vans, tractors, bobcats; (rental or occupancy costs will be considered for a reasonable period of time)
- Installation of playground equipment
- Professional dues or memberships
- ADA compliance work
- Costs for student expeditions (travel, etc.)
- Hiring/recruitment expenses such as a placement firm. (Small amounts for advertising are fine.)
- Financial audit fees
- Grant oversight expenses
- Gift certificates; alcoholic beverages; school apparel for staff or students; fines and penalties; lobbying; non-educational promotional/novelty items for advertising, parades, open houses or recruiting
- Programs expenses outside of the school's charter; 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)
- Site licenses for software in year three of the award (should be operational at this time)
- Curriculum alignment (minimal initial training OK)
- Bus passes

Grant funds must be spent sequentially. First-year funds must be drawn down before accessing second year funds, etc.

Under NO circumstances will an implementation grant be awarded to a charter school that has been notified by its authorizer that the charter contract will be revoked or not renewed.

All line items should have sufficient detail, including the number of units, cost per unit and the purpose for the proposed expenditure. Items without sufficient detail will result in a request for additional information, which will delay final approval.

- Requests for specialty board training must include expected attendees, expected outcomes, and a plan for sustaining that training.
- Professional development requests must include sufficient detail to include number of participants, cost per person, topic and provider.
- Allowable salaries (principal and one key staff person prior to school opening) are limited to \$5,000 per month; 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.
- Attendance at conferences must be justified and is limited to two individuals, unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes.

Note: Pilferable items need to be tagged and added to inventory list.

BUDGET 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 the activities dealing directly with the interaction between teachers 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. It also may be provided through some other approved media such as 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.

Support Program. Support service programs are those activities which 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 for personal services for both permanent and temporary employees. Amounts for instruction, 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). Other purchased services could include items such as telephone, travel, printing and postage expenditures.

(500) Other Purchased Services - Amounts paid for services rendered by organizations or personnel not on the payroll of the district (separate from Professional and Technical Services or Property Services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

(600) Supplies/Materials - Office supplies, books, and other general supplies.

(700) Property - Amounts (generally over \$500 per item) paid for equipment. The budget narrative should provide ample details as to what items are being considered for purchase and their estimated cost.

Some expenditures may cross object category lines. For example, community services or parental involvement may include salaries, purchased services (printing) and supplies/materials. The budget narrative should identify these elements so that a total cost of the activity can be determined.

GENERAL GRANT MANAGEMENT

Authorized Contact - The person who has the legal authority to sign legal documents on behalf of the school. If this is not the chair of the governing board (due to a conflict of interest), the school must submit a copy of the board's resolution/motion designating someone else as the Authorized Grant Contact. The grant contact should be a member of the charter school and not an Educational Management Organization. The board authorization needs to delegate responsibility to execute the approved grant application, comply with the certifications of the grant program, including all fiscal requirements, and act as the board's authorized official for the

grant award. The Grant Contact can have no conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the grant award.

Authorized Grant Contact Responsibilities. Responsibilities of the Grant Contact include:

- Oversight of the entire CSP grant project
- Manage CSP grant budget
- Responsibility for compliance with federal and state laws regarding grant management
- Liaison with SOC and attend required CSP subgrantee meetings
- Liaison with charter school governing board to provide regular updates

Disposition of Grant Property. When property is no longer needed or a charter school that has received CSP funds closes, the following policy applies:

1. Closing/closed charter schools: All non-consumable items of value purchased with CSP grant funds must be distributed to other public charter schools; schools in the affected district receive first priority and schools throughout the state second priority. The charter school's authorizer is responsible to notify the SOC unit the reason for the school's closure, a statement of how the assets were/will be distributed and file a Final Report.
2. Operational charter schools wishing to sell, give-away or dispose of non-consumables purchased with CSP grant funds. Any proceeds from the sale of property must go back into the funded program (i.e., money from the sale of computers goes into the technology fund). Grant records should reflect depreciation, disposition, and an updated inventory record for six years after completion of grant funding.

Change of Status. Should the charter school change to non-charter status within ten years of receiving CSP grant funds, 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.

Conflicts of Interest. Schools must avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the charter school governing board to be in compliance with conflicts of interest policies. Authorized Grant Contacts and governing board members must have no real, apparent, or potential conflict of interest with any vendors contracted to provide services funded under a school's CSP grant or personnel compensated for CSP grant-sponsored activities.

Grant Closeout. A request for end date extension must be received by the SOC unit no later than June 1 of the year the grant is due to be completed. Funds cannot be carried over between grant awards. If it is determined that any grant funds have been misused, grant funds must be returned to CDE. CDE may terminate a grant award upon thirty days notice if it is determined that the applicant is not fulfilling the funded program responsibilities as specified in the approved application.

Each awarded charter school is responsible for annual fiscal audits including these grant funds. Federal audit requirements contained in the Single Audit Act of 1984 may also apply. The charter school is expected to provide its fiscal agent with complete financial information to satisfy federal and state requirements.

Grant final reports are due within 30 days of the grant end date.

Annual Financial Report. An Annual Financial Report (AFR) is required to be filed by September 30th following each of three grant year 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.

Extension of Time to Expend Grant Funds. The grant fiscal year ends June 30 of each year. If a school anticipates that they will be unable to spend or encumber grant funds by the end of the fiscal year, an extension request for must be filed no later than June 1. An extension, available to grant year 1 and year 2 schools only, allows up to 3 additional months to expend or encumber funds. Extension requests should outline the reason for delay, the amount of carryover and the anticipated timeline and new end date. The grantee is still bound by the budget that was submitted, and approved, and are expected to adhere to that budget. The extension is subject to approval by CDE and is not guaranteed. It's important for grantees to monitor their spending throughout the year and make the necessary budget revisions to meet the original deadline. Grantees should not assume they will be granted an extension, rather an extension should be the last resort when budgeting funds. The following year's funding will be held until spending of the extended funds is complete.

5.....REQUIRED PAGES & FORMS

Colorado Charter School Grant Program

Eligibility Form

Email to: schoolsofchoice@cde.state.co.us

Name of charter school:	
Name & title of contact person:	
Phone:	Email Address:
Charter Authorizer: ___ Charter School Institute ___ Local school district: (name)	
Status: ___ Approved ___ Charter application submitted, but not approved We have a fully executed, signed charter contract <input type="checkbox"/> Yes <input type="checkbox"/> No _____ Projected date of contract _____ <input type="checkbox"/> We understand that we will not be awarded grant funds until a contract between the school and authorizer has been executed and signed. Evidence of a signed contract must be provided prior to funding.	
Origin of charter school: ___ grassroots startup ___ public school conversion ___ mandatory ___ voluntary ___ private school conversion ___ other (specify) _____ *Schools utilizing an Educational Service Provider (ESP), please attach a copy of your proposed performance agreement with the ESP.	

Autonomy:

Describe how this charter school will operate autonomously from the authorizer. Specifically address financial decision-making and business operations, services purchased from the district or a third party, charter school governing board members not associated with the school district, and legal independence.

For conversion schools only – “new” school:

Explain how this charter school will be significantly different than the previous school. Provide information on personnel, curriculum, school day, school year calendar, business operations, philosophical changes and any other changes that make this a “new” charter school.

For replication charter schools only:

Provide an explanation of how the new campus school meets the definition of a new charter school under the ESEA definition and is “separate and distinct” as described in Chapter 1 of the grant RFP. Minimally, each of the listed criteria should be addressed, but additional information may also be helpful to explain the new school’s status.

In addition, the state has determined that only charter schools demonstrating the following criteria for replication may apply for grant funding:

Approval from the charter authorizer as evidenced by an executed charter contract specifically granting a separate campus. (A grant application may be submitted, with Schools of Choice Unit approval, if there is an application pending with an authorizer; however, grant funds will not be released until a signed contract is submitted.)

Steering committee and/or governing board members:

List steering committee or board members for this charter school. For each person, explain their expertise, role on the board (e.g. community member, parent), and board title (e.g. president, secretary). Describe the expertise each brings to the board.

Lottery policy:

Attach the charter school’s lottery policy, which addresses criteria listed in the grant RFP including answers to the following questions.

1. How was/will the community (be) notified of the charter school’s opening?
2. What is/will be 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 enrolled as children of founding families?
4. Was/will a lottery (be)conducted for students between the 20% allowable for founding families’ students and children of staff members and the school’s 100% capacity?
5. How was/will the first class of students (be) enrolled relative to the aforementioned questions? Were/will any students (be) given priority notice or guaranteed admission?



COLORADO CHARTER SCHOOL GRANT PROGRAM

(Name of Charter School)

\$ _____ amount requested this budget year
_____ # of students this school year



Colorado Department of Education – Charter School Program

I. Charter School Information

1. Name of Charter School

2. Mailing Address: Street, City, State, Zip

3. Contact Person/Administrator

4. Phone Number

5. Fax Number

6. Email Address

II. Authorizer (LEA) Information

7. Authorizer

8. Mailing Address: Street, City, State, Zip

9. Contact Person/Authorized Representative

10. Phone Number

11. Fax Number

12. Email Address

13. Authorizer Superintendent/Executive Director

14. Authorizer Board President

III. Required Information

15. Year School Started/will start

16. Year Charter Expires

17. Past Charter School Grant Program Funding

Year 1: _____ Year 2: _____

18. Met Adequate Yearly Progress during the previous school year

Yes ___ No ___ N/A ___

19. Percentage of Students Qualifying for Free or Reduced Lunch

20. Percentage of Students with an Individualized Education Plan

21. Oct. 1 Count or Projected Enrollment

2012-13: Total: _____ Grades K-5: _____, Grades 6-8: _____, Grades 9-12: _____

2013-14: Total: _____ Grades K-5: _____, Grades 6-8: _____, Grades 9-12: _____

2014-15: Total: _____ Grades K-5: _____, Grades 6-8: _____, Grades 9-12: _____

22. 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)

23. Amount Requested (all 3 years should be completed – either list amount actually awarded or amount budgeted for the current year and/or future years).

Year One (Startup): _____

Year Two (Implementation): _____

Year Three (Implementation): _____

IV. Certifications

Charter school/school district partnerships that accept funding through the Colorado Public Charter School Grant Program agree to the following certifications: *Read and initial.*

___ 1. The applicant possesses the legal authority to apply for this grant, a resolution or motion has been adopted by the applicant's governing body which, authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Authorized Grant Contact to act in connection with the application and to provide additional information as may be required.

___ 2. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Colorado Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.

___ 3. Recipients will 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, and Part B of the Individuals with Disabilities Education Act.

___ 4. Recipients will comply with all provisions of the Nonregulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.

___ 5. Recipients will ensure that at least one person from the charter school will subscribe to the CDE Charter Schools Email Listserv for the life of the charter.

___ 6. The charter school recipient has provided the school authorizer with "adequate and timely notice" of this grant application.

___ 7. Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.

___ 8. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program 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 the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable law (P.L. 107-110, section 5208).

___ 9. Recipients shall ensure that students enrolled in the charter school will be taught the United States Constitution on September 17th, Constitution Day.

___10. Recipients will comply with all provisions of the ESEA, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the 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].

___11. LEA 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.

___12. Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30, 2012 unless an extension is requested by June 1, 2012.

___13. Recipients shall maintain accounting records and other 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 those mandatory audits.

___14. Recipients will submit a revised budget narrative and budget to the Schools of Choice Unit staff within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice Unit staff.

___15. Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to the Colorado Department of Education 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.

___16. 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 LEA agrees to notify the Schools of Choice Unit at CDE of the reason for closure and agrees to notify the Schools of Choice Unit regarding the disposition of assets

purchased by this grant.

___17. Recipients shall ensure that none of the funds authorized under the ESEA shall be used 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; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P.L. 107-110, section 9526).

___18. LEA recipients ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school under the transfer of the student from a charter school to another public school, in accordance with applicable state law (P.L. 107-110, section 5208).

___19. Recipients understand that the state 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.

___20. Recipients have adopted governing board policy regarding apparent or actual conflicts of interest. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services. 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 subgrantee.

___21. Recipients will ensure that they will budget for and comply with the required CSSI visit.

___22. Recipients certify that they have a signed charter contract.

___23. Recipients will complete Board Training Modules prior to the second year of funding or risk delayed or suspended grant funds.

___24. Recipients using an Educational Service Provider (ESP) certify that the ESP will not influence or exercise control over expenditure of federal funds and that the ESP agreement with the charter school governing board will be provided before grant funds are released.

___25. Recipients will use an independent auditor for annual financial audits that is different than their authorizer's auditor.

Note: The ESEA, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)] 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.”

V. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in section IV. above.

Signature of School District Superintendent or Charter School Institute Executive Director

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

Signature of School District or CSI Authorized Representative

Signature of Charter School Contact Person/Administrator

V. Certification by Charter School Governing Board

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.

(Charter School Board President Name Printed)

(Charter School Board President Signature)

(Charter School Authorized Representative Name Printed)

(Charter School Authorized Representative Signature)

Agreement of Understanding

For use of the writing consultant with the Colorado Department of Education's Charter School Grant Program

As a representative of _____ Charter School, applying for Colorado Charter School Startup/Implementation Grant funds, I understand that by using a writing consultant contracting with the Colorado Department of Education, my charter school grant application is not guaranteed funding, funding at the level requested, or a fundable score in any category. Additionally, I understand that the school's grant application is limited to two submissions, in its entirety, not to exceed eight hours of total consultation. It is my responsibility, as a representative from my charter school, to discern whether or not recommendations or advice from the writing consultant will be taken into consideration.

I sign this as an authorized representative of the aforementioned charter school.

(Signature)

(Printed name)

(Date)

6..... POST-AWARD INFORMATION

NOTIFICATION AND BUDGET REVISIONS

Awards are typically posted on the charter school page of the CDE website [http://www.cde.state.co.us/index_charter.htm] soon after their review. Applicants will be notified of the review date at the grant writers' training and on the CDE charter school website. Within a few weeks of that review date, the applicant will receive an "award letter" from Schools of Choice Unit staff that is copied to the authorizer. The letter will outline necessary budget modifications and/or denied line items and any other stipulations (e.g., evidence of a signed charter contract with the authorizer) that must be met before awarded funds will be released. All budget revisions must be submitted electronically. The award letter will provide an email address for the assigned program staff where those revised budgets should be submitted.

All revised budgets must be submitted and approved within 30 days of the date on the grant award letter. Any schools not providing an approved, revised budget by that deadline may be subject to losing their grant award.

The revised budget should be the original Excel budget narrative file submitted in the application, with changes noted and an explanation for each revision on the budget revision worksheet. When submitting the revised budget via email, copy the grants representative for your authorizer. The reply email will be sent to both the charter school and the authorizer and will be the official authorization to begin spending or encumbering grant funds.

If, at any time, a charter school wishes to amend their grant budget, a request must be submitted electronically to the Schools of Choice Unit. The goal of the department is to meet the unique needs of the new charter school and make the best use of grant funds.

Every applicant awarded grant funds under this program must agree to meet all requirements of federal law governing the Charter Schools Grant Program (CFDA#84.282) and any applicable state and/or federal requirements, particularly those included on the Certifications Page.

The budget period for this grant is upon approval through June 30. The proposed charter school grant project should reflect that timeframe.

CHANGE OF STATUS

Should the charter school change to non-charter status within ten years of receiving the Colorado Startup 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.

7..... FREQUENTLY ASKED QUESTIONS

FINANCIAL

1. After our money has been awarded, how do we receive our money?

When you're officially notified of your annual grant award amount, you will also receive a Request for Funds (RFF) form. That RFF needs to be signed by your authorizer and submitted to the Grants Fiscal Management Unit at CDE (fax number is on the form).

2. After our money has been awarded, when will we receive our money?

The Grants Fiscal Management Unit at CDE processes all RFF's received by the 15th of each month. Typically, a check is sent out to the authorizer within two weeks.

3. We received donated items for some of the things requested in our budget. Can we change that line item in our budget?

Yes. Simply submit a revised budget to the Schools of Choice Unit for approval. The reallocated funds should be for something addressed in the project goals.

4. Our founders wrote our school's grant application. Now that the staff is hired, we'd like to change it. Can we?

Yes, but the requested changes should still fit under the project goals. Submit a revised budget to the Schools of Choice Unit for approval. A narrative explaining the changes should be included in the revised budget on the final revisions and comments page; tab 7.

5. Can we pay current staff salaries with grant funds?

No. This grant can only cover up to two staff members (principal and a key staff member) prior to opening.

6. Are computers classified as equipment?

Yes. For purposes of the electronic budget form, computers are listed on the equipment tab. Even though individual computers rarely meet established thresholds for capitalization from an accounting standpoint, they are referred to as equipment in the grant program.

7. What do I do with receipts?

It is up to each individual authorizer to designate the means of register or proof of expenditures they need.

TECHNICAL ASSISTANCE

1. What are the dates of the technical assistance trainings?

The Schools of Choice unit maintains an annual calendar of events on the unit's website. From the Schools of Choice homepage (www.cde.state.co.us/choice/index.htm) click on "Events" in the left hand navigation menu.

2. Who should attend technical assistance trainings?

Subgrantee schools should consider the needs of the school and send a variety of individuals to trainings. The technical assistance program is designed to meet the needs of board

members, administrators, business managers, and lead teachers in subgrantee schools. The school should plan to attend trainings that meet the needs of these individuals and establish a practice of distributed leadership. The school is best served when a variety of individuals attend trainings, rather than dependence on one individual (usually the administrator) to attend all trainings.

3. We received board training from an outside consultant, do we still have to complete the Online Board Modules?

Yes, all board members must complete all of the Online Board Training Modules during the Startup year of the grant. Any new board members joining the board during the three-year grant cycle must also complete the modules. Prior to a school's opening, board members and potential board members may register by selecting "other" from the affiliated school pull down menu.

4. We received training through an outside consultant that covers topics that are similar to those indicated in the technical assistance program, can we receive credit for these trainings as a substitution?

No, the trainings provided in the technical assistance program are designed to specifically address the standards and indicators used by the Charter School Support Initiative (CSSI) team. Support and guidance is aligned to provide subgrantee schools the best research-based content and is a part of the overall federal grant program purpose and evaluation.

5. Members of our founding group are not educators and we have not hired our administrator or any staff members yet, do we still need to attend trainings that appear to be specific to certain staff roles in the school?

Yes, during the developing year, it is important for the founding group to gather information and perspectives on all topics relevant to the school. While the founding group will eventually hand over the reins of the school to the administrator and staff, it is important to gain knowledge and information at the technical assistance trainings to develop a comprehensive understanding of the school. In order to meet the technical assistance requirements of the grant, Startup Grant applicants should begin attending trainings prior to submitting the grant application and prior to grant award notifications.

6. We have hired a business services company to conduct certain administrative service for the school, can we send our consultant to the Business Manager Network meetings?

No, it is important that individuals from the subgrantee schools receive the information and content provided in the technical assistance program. In situations such as these, the administrator, board treasurer, or office manager should attend Business Manager Network meetings. This is truly in the best interest of the school and a best practice. While it is acceptable to hire consultants to perform business services, individuals at the school must maintain first-hand knowledge of best practices so that potential problems or overdependence on a consultant can be reduced or eliminated.

OTHER

7. Our charter school application was denied, but we're appealing to the State Board of Education. Can we still apply for the grant?

Yes, you could still apply in Tier Two. However, if the appeal is not successful, the charter school would need to decline the grant award. The Schools of Choice Unit cannot release grant funds without a signed charter. The grant award would be held until evidence of a signed charter is submitted.

8. We signed a charter contract with our authorizer and got a grant for our school, but now we've decided to delay opening for a year? Can we keep the grant award?

No. This federal requires the three years of funding under this program to be spent or encumbered within a three and a half year window. However, schools designated as "high potential" need not reapply; they will qualify to be awarded automatically if they choose to open the following year.

9. Why do some grant applications not get funded?

Most often applications score poorly due to lack of information or there simply wasn't enough thought put into what the school needs in place in order to operate successfully.

10. How can our school change the grant program contact?

The charter school governing board must vote to designate a new grant program contact and provide evidence of this change to its school authorizer and CDE.

TIPS AND COMMON FEEDBACK FROM REVIEWERS

Below is a summary of frequent comments provided by grant reviewers. These comments are provided for your reflection:

- Schools should assume that reviewers don't know *anything* about their schools; jargon or acronyms are confusing without an explanation.
- Make sure the application is complete (e.g. required appendices, signatures, each required element section).
- Make sure the electronic Excel spreadsheet budget form is included in your hard copy application.
- Be clear, concise and coherent. Well-worded applications present a positive image to the grant reviewer.
- Don't annoy the reader with poor formatting, repetition, grammatical errors, misspelled words, or incomplete thoughts.
- Authentic research citations are needed for curriculum; ones that are not have been detected and reflect poorly on the application.
- Some applicants did not submit a 5-yr budget; the electronic guidebook provides an example of one, so schools have a model to use.

- Typos and weak writing are bothersome and reflect poorly against the overall application.
- Schools that choose to not follow the RFP format really stick out; another annoyance that reflects poorly on the writers.
- Some budgets are completely off-base and inconsistent throughout the document (along with enrollment numbers).
- Budgets should reflect common sense practices; having the funds focused on one or two areas vs. spread out over several areas.
- Schools should indicate whether or not they are open at the time the application is being written.
- The narrative should contain complete explanations; reviewers should not have to go to the Internet to figure out what the program is.
- If the application is for an Education Service Provider (ESP) school, the relationship between the board and ESP needs to be clearly explained.
- Schools should present realistic facility/financing options.
- Applicants should provide greater detail in professional development training costs.
- Applicants should include training for data management programs; a description