

##### Funding Opportunity

**Applications Due:** Thursday, October 14, 2021 by 11:59 PM MDT

**CCSP Grant and Application Training:**

Thursday, August 19, 2021 at 9:00 AM – 4:00 PM

**Letter of Intent Due:**

Thursday, August 26, 2021 at 11:59 PM MDT

**Eligibility Form Due:**

Thursday, September 2, 2021 by 11:59 PM MDT

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| COLORADO CHARTER SCHOOLS PROGRAM**Grants to Replicating and Expanding** **Charter Schools 2021-22** Pursuant to Every Student Succeeds Act  (ESSA, Public Law 114–95), Title V, Part B, Subpart 1 |

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Colorado Charter Schools Program Grant

# Introduction

Authorized by title IV, part C of the Every Student Succeeds Act (ESSA, Public Law 114–95), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), the federal Charter Schools Program (CSP) provides funding to State Entities (CFDA number 84.282A) with the purpose “to expand opportunities for all students, particularly traditionally underserved students, to attend public charter schools and meet challenging State academic standards; provide financial assistance for the planning, program design, and initial implementation of charter schools; increase the number of high-quality charter schools available to students across the United States; evaluate the impact of charter schools on student achievement, families, and communities; share best practices between charter schools and other public schools; encourage States to provide facilities support to charter schools; and support efforts to strengthen the charter school authorizing process.”

The CSP State Entities program provides financial assistance to State Entities to support charter schools that serve elementary and secondary school students in a given state. Under the program, recipient State Entities make sub-grants to eligible applicants for the purpose of opening new public charter schools and replicating and expanding high-quality public charter schools. Grant funds may also be used to provide technical assistance to eligible applicants and authorized public chartering agencies in opening new charter schools and replicating and expanding high-quality charter schools, and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

# Purpose

Colorado Department of Education (CDE) has received a competitive grant under this federal Charter Schools Program for 2018-2023 in the amount of $55,171,335 to carry out the following objectives within Colorado:

* Objective 1: Increase the number of high-quality charter school options and the number of students who attend them.
* Objective 2: Raise educational outcomes for all charter school students by increasing capacity among authorizers and charter school leaders to increase quality charter school programs and to successfully address access and equity gaps among educationally disadvantaged students.

In carrying out these objectives, the Colorado Charter Schools Program (CCSP) provides sub-grants to qualified charter school developers for the planning phase and/or early years of implementation of new, replicating, and expanding charter schools through the CCSP grant and assists new and existing charter schools within Colorado to support and improve their performance through coordinating and facilitating quality technical assistance.

At least 90 percent of Colorado’s federal CSP award will be utilized for competitive CCSP grants to eligible charter school applicants. CDE will retain at least 7 percent of these federal funds to be utilized for CCSP statewide technical assistance activities and program evaluation/research, and not more than 3 percent will be utilized by CDE for administering the overall program, not to exceed 10 percent combined.

# Eligible Applicants

An existing or prospective charter school may be eligible to apply for federal CSP sub-grant funds through the Colorado Charter Schools Program (CCSP), if they demonstrate they:

1. Meet the federal definitions of a “charter school” and “developer”,
2. Have been approved by a charter school authorizer (LEA), qualifying as one of the following:
   1. New Charter School
   2. Replication of a High-Quality Charter School
   3. Expansion of a High-Quality Charter School

A charter school’s authorizer will be the fiscal agent, if funded.

\***Note:** Applicants seeking CCSP grant funding for a New Charter School not based on an existing “high-quality charter school” must apply under a separate, parallel application process. Eligibility criteria for the New competition is outlined below for information on potential eligibility only.

**Federal Definition of a “charter school” and “developer”**

All applicants to the Colorado Charter Schools Program (CCSP) must demonstrate they meet the definitions of a “charter school” and “developer” in the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), sections 4310 (2) and 4310 (5), in order to be eligible for federal Charter Schools Program funds.

ESEA § 4310 (2) CHARTER SCHOOL—The term ‘‘charter school’’ means a public school that—

1. 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;
2. is created by a developer as a public school or is adapted by a developer from an existing public school and is operated under public supervision and direction.
3. 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.
4. provides a program of elementary or secondary education, or both.
5. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.
6. does not charge tuition.
7. 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Education Act;
8. is a school to which parents choose to send their children, and that—
   1. admits students on the basis of a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
   2. in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);
9. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State unless such State audit requirements are waived by the State.
10. meets all applicable Federal, State, and local health and safety requirements.
11. operates in accordance with State law.
12. 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 in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
13. may serve students in early childhood education programs or postsecondary students.

ESEA § 4310 (5) DEVELOPER – The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.

In addition, CCSP applicants must demonstrate eligibility as either a “New Charter School” or a “Replication or Expansion of a High-Quality charter school” as outlined below. Replicating or Expanding charter schools should apply to CDE under a separate RFP document.

New Charter School

For the purposes of this CCSP grant, CDE defines a new charter school as either a new start-up school that did not previously exist or a conversion school that is a public school that has substantially changed its curriculum, staff and/or school design, either voluntarily or involuntarily, in order to increase student academic performance as part of a turnaround process.

New charter school applicants **MUST** have (a) just opened or (b) have submitted a charter application to an authorizer and intend to open the following school year. A school that has had their charter school application denied but is appealing to the State Board of Education may apply; however, any grant awarded would be subject to the success of the appeal and an executed contract with their authorizer in place no later than April 1, 2022.

A charter school applying may be recommended for a grant award prior to having a signed contract with their authorizer; however, no award will be issued until evidence of a signed, executed charter contract is submitted to CDE Schools of Choice Office and the school’s CCSP application has been deemed “substantially approvable” no later than April 1 following application. If a CCSP 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.

Expansion and/or Replication of a High-Quality Charter School

Applicants seeking funds to Expand or Replicate a charter school should apply through the separate Expansion and Replication CCSP application process, and are required to satisfy the following requirements:

1. demonstrate the project meets the state and federal definition of “expand” or “replicate;”
2. demonstrate the charter school being expanded or replicated meets the federal definition of a “High-Quality Charter School;” and
3. demonstrate evidence of at least three years of improved educational results and that any new CSP funds would not duplicate previously-funded activities (applicable only for an expansion applicant whose organization has previously received CSP funds from a state or federal source within the past 5 years).

Expansion charter school applicants **MUST** have (a) already received approval from their authorizer for expansion or (b) have an amended application or renewal pending with their authorizer. Replication charter school applicants **MUST** have (a) just opened the new school/campus or (b) have a submitted or approved charter application to an authorizer and intend to open the following school year.

**State Definitions for Replication and Expansion**

For purposes of meeting eligibility, the state of Colorado further defines expansion/replication beyond the federal definition provided below to include review of such elements as school code, school contract(s) language (revision and addition), number of sites, location and/or make up of campus, school performance/accountability, leadership, and staffing.

**Federal Definitions for Replication and Expansion**

For the purposes of the CCSP grant, “Expand” means an increase in the student count of the existing school that significantly increases enrollment or add one or more grades to the high-quality charter school over the course of the sub-grant, which is consistent with the following federal definition:

ESEA § 4310 (7) EXPAND. —The term ‘‘expand’’, when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.

For the purposes of the CCSP grant, “Replicate” means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, through amending an existing charter contract or under an additional charter contract, which is consistent with the following federal definition:

ESEA § 4310 (9) REPLICATE.—The term ‘‘replicate’’, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high quality charter school, under an existing charter or an additional charter, if permitted or required by State law.

**Federal Definition of a “High-Quality Charter School”**

For the purposes of the CCSP grant, “High-Quality Charter School” has been defined in ESSA as follows:

ESEA § 4310 (8) HIGH-QUALITY CHARTER SCHOOL —The term ‘‘high-quality charter school’’ means a charter school that—

1. shows evidence of strong academic results, which may include strong student academic growth, as determined by a State.
2. has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.
3. has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
4. has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Thus, to be deemed a “High-Quality Charter School”, expansion and replication applicants should demonstrate the following in their application:

* Evidence of strong academic results, including performance in relation to district averages for proficiency and meeting or exceeding expectations for Academic Growth, Growth Gaps, and if applicable, Postsecondary and Workforce Readiness (for schools with high school age students) as determined by the annual School Performance Framework (SPF).
* Success in increasing student achievement, including graduation rates, for all students and for each subgroup defined by ESSA (e.g., economically disadvantaged, students with disabilities, Hispanic or Latino, and English Language Learners (ELL)).
* No significant issues identified by their authorizer in areas of student safety, school finance, operational management, or statutory/regulatory compliance.\*

\* *A communication/verification signed by the authorizer as part of the assurances and certifications will demonstrate this*.

* Good standing with authorizer and lenders.
* Evidence of a student waitlist or intents to apply.
* Evidence of strong and stable leadership and governance.

Adjunct Programming, Home School & Private School Programs and Services

The CCSP grant supports the development of new, expanding and replicating high quality charter schools dedicated to a specific set of educational objectives as outlined in each grant proposal, including its mission and vision, and whose outcomes are demonstrable through the accountability system. Charter schools eligible for primary grant funding may have additional programming elements, such as preschool, home school, targeted support programs or afterschool programs which may not be allowed to directly benefit from grant funds. The terms of the federally funded CSP grant do not extend to these and other adjunct programs. State funding allocated to part-time students to support homeschool programming does not qualify these programs for grant funding. Regardless of whether adjunct programs are described and written into the school’s grant proposal, these classifications are not allowed. The associated student enrollment count for this subset of students should not be included in the total enrollment count for the purposes of the grant.

Previously Funded Applicants

Eligible expansion and replication applicants that have previously received federal CSP funding, through either the CCSP grant or a direct federal CSP grant, are subject to additional eligibility requirements per the federal CSP 2017 “New Flexibilities under the Every Student Succeeds Act” guidance letter and ESEA §4303 (e)(2).

First, a charter school may not receive a CSP grant to carry out the same or substantially similar activities as a previous CSP grant (e.g., a high-quality charter school may not receive a second grant for expansion, if the purpose of a previous grant was to prepare for the opening and operation of a charter school serving the same grade levels and of similar size). A high-quality charter school may receive an expansion grant only for a significant increase in enrollment or to add one or more grade levels served (e.g., beyond the levels supported by a previous CSP grant).

Further, under section 4303(e)(2) of the ESEA, an eligible applicant (i.e., charter school) may not receive more than one startup (whether a new school or replication), or expansion sub-grant within a five-year period, unless the eligible applicant demonstrates that the charter school has “at least three years of improved educational results” for students enrolled in the charter school with respect to elements (A) and (D) of the definition of “high-quality charter school” in section 4310(8) of the ESEA. In other words, applicants that have previously received CSP funding within the last five years are required to demonstrate a positive academic performance trend over at least the past three years using state recognized measures, such as those included on the school’s School Performance Framework.

Educational Service Providers

Schools choosing to engage a for-profit or nonprofit educational service provider (ESP) or educational management organization (EMO) **must** demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the ESP/EMO, is identified to administer the grant, as required per 34 CFR 74.40-48, 75.524-525, and 80.36 (procurements) and articulated in the federal CSP January 2014 Nonregulatory Guidance (see links below). Contracts between schools and ESPs/EMOs/CMOs will be subject to review under Appendix M: Disclosure Info as a part of the eligibility and application processes, per ESEA §4303 (f)(1)(C)(i)(I).

Regulations and Guidance

Applicants should also be aware of the following federal regulations and guidance that impact this CCSP grant:

* 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria; Charter Schools Program Grants to State Educational Agencies ([80 FR 34201](http://www.gpo.gov/fdsys/pkg/FR-2015-06-15/pdf/2015-14391.pdf)).
* Education Department General Administrative Regulations ([EDGAR](http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html)), 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 97, 98, and 99.
* The Office of Management and Budget Guidelines for Agencies on Government-wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485.
* Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2 CFR 200](http://www.ecfr.gov/cgi-bin/text-idx?SID=6214841a79953f26c5c230d72d6b70a1&tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)), as adopted and amended in 2 CFR part 3474.
* Uniform Guidance Technical Assistance for Grantees ([Uniform Guidance TA](http://www2.ed.gov/policy/fund/guid/uniform-guidance/index.html)).
* ESSA Flexibilities Summary (October 2018) [PDF](https://www2.ed.gov/policy/elsec/leg/essa/essa-flexibilities-document-for-publication.pdf).
* “New Flexibilities under the Every Student Succeeds Act” Frequently Asked Questions (December 2017) [PDF](https://oese.ed.gov/files/2017/12/CSP-ESSA-Flexibilities-FAQ-2017.pdf).
* ESSA Flexibility Webinar [Slides](https://www2.ed.gov/policy/elsec/leg/essa/essaflexibilitiesseapresentation.pdf) (November 2018) [PDF](https://www2.ed.gov/policy/elsec/leg/essa/essaflexibilitiesseapresentation.pdf).
* Charter Schools Program Nonregulatory Guidance (updated January 2014) [MS Word](http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc).
* Any other programmatic guidance identified on the federal Charter Schools Program [website](https://oese.ed.gov/offices/office-of-discretionary-grants-support-services/charter-school-programs/charter-school-program-state-educational-agencies-sea/funding-and-legislation/).

Proof of Eligibility

Prior to applying for a CCSP grant,applicants must submit a CCSP Grant Eligibility Form and its requested information by **Thursday, September 2, 2021.** Additional information may subsequently be requested by CDE’s Schools of Choice Office in order to determine eligibility. Only those applicants determined to meet eligibility may receive the grant. Awards issued to schools, subsequently determined to be non-qualifying, will be suspended.

# Lottery & Enrollment Policy Requirements

The enrollment policy of a charter school receiving CCSP grant funds **must** include a lottery (random selection) process if more students apply for admission to the charter school than can be admitted, as per ESEA §4303(c)(3)(A). All eligible applicants for admission must be included in the lottery process (see exemptions below).

When recruiting students, charter schools should target all segments of the parent community. ESEA §4303 (f)(1)(A)(viii)(I) requires charter school grant and sub-grant recipients to inform students in the community about the charter school and to give each student “an equal opportunity to attend the charter school.” A charter school must thus recruit in a manner that does not discriminate against students of a particular race, color, national origin (including English language learners), religion, or sex, or against students with disabilities. In order to meet this goal, charter schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs. Charter schools should reach out broadly to the community, including to English language learners and students with disabilities.

Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. However, a new applicant for admission to the charter

school would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school (ESEA §4303 (f)(1)(A)(viii)(I)). More detailed information on lottery and enrollment requirements can be found in the [January 2014 CSP Nonregulatory Guidance](http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc).

\*Please note, funding is based on enrollment projections and ability to meet these targets. It is important to recognize recruitment and enrollment challenges and properly gauge for realistic numbers when developing lottery and enrollment policies.

Exemptions from the Lottery

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

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

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

Weighted Lotteries

CCSP grant policy seeks to enable high-quality charter schools to enroll and serve more educationally disadvantaged students in an effort to ensure all students in the state progress toward being ready for college and/or living-wage jobs.

Colorado charter schools applying for or in receipt of a CSP sub-grant through CCSP may thus utilize a weighted lottery – defined as an individual school-based lottery or centralized lottery for multiple public schools that gives additional weight (e.g., two or more chances to win the lottery) to students identified as part of a specified set of students, but that does not reserve or set aside seats for individual students or sets of students. For example, a charter school might provide each student in an identified category or set of students with two chances to win the lottery, while all other students would have only one chance to win. The weighted lottery proposed by the school must only utilize one or more of the approved categories below and must be pre-approved by the grant applicant’s authorizer and the CDE Schools of Choice process.

Schools may propose the use of a weighted lottery under one or both of the following categories:

Category A

Schools within geographic school district with desegregation or federal/court orders issued to comply 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, part B of the Individuals with Disabilities Act, as applicable, the equal protection clause of the U.S. Constitution, or applicable State law. Weighted lotteries under this case would be allowed to be used only to address the specific deficiency and category of students outlined in the desegregation or federal/court order issued to them and/or their authorizer.

Category B

Schools desiring to serve more (of one or more) of the following sets or subsets of students:

* Students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.
* To all or a subset of educational disadvantaged students that are described under federal Targeted Assistance Schools statute (ESEA §1009(b)(2)), which include economically disadvantaged students (e.g., Free and Reduced Meal eligible students), students with disabilities (e.g., identified with an IEP), migrant students, English learners, neglected or delinquent students, and homeless students.

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

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

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

Weighted Lottery Approval Process

Weighted lottery proposals should be included within the lottery and enrollment policy submitted by the school with their eligibility form and their subsequent CCSP grant application, or if already a Sub-grantee as a requested amendment to their CCSP grant application, where they will be subject to review and approval on the basis of alignment to this policy and applicable federal CSP nonregulatory guidance, statute and regulation.

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

If a CCSP grant recipient chooses to subsequently add a weighted lottery, they must submit the policy to CDE Schools of Choice for pre-approval before being implemented.

Request Use of a Weighted Lottery Policy

If applying for a weighted for students under Category A above, a copy of any district or school desegregation or federal/court order related to student category for which they are seeking to utilize a weighted lottery, with evidence that a weighted lottery is necessary to comply with such order(s).

The lottery and enrollment policy must include and address the following:

* Categories and sets/subsets of students to receive weights in lottery
* Amount of weights to be applied to each category/set/subset
* Rationale/justification for amount of weight to be applied to each category/set/subset (the amount of weight proposed needs to be based on actual circumstances of the school/district and include an explanation and justification of how that particular weight is decided/justified)
* Description of mechanism and/or process that will be utilized to carry out weighted lottery, including district oversight of process
* Sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery

Automatic Enrollment of Students in Immediate Prior Grade from an Affiliated Charter School

Charter Schools can apply to have Automatic Enrollment of Students in Immediate Prior Grade from a Charter School within the same Charter Network or Charter Management Organization (CMO).

Determining Whether a Charter School Grantee is “Affiliated”

CDE will use the following criteria to determine whether two charter schools are affiliated.

* A School that is part of the same “network” of charter schools, as defined in the Colorado Revised statues, OR
* A school that is managed by a shared non-profit CMO and shares the same education model, OR
* A school that identifies in their CCSP application as a replication or an expansion of another high-quality charter school and names that charter school in their application

Preschool and Kindergarten Enrollment

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable, as the CCSP grant only funds K-12 education. However, a charter school may conduct a lottery for kindergarten slots in an earlier year (e.g., when students are ready to enroll in the preschool). See the [January 2014 CSP Nonregulatory Guidance](http://www2.ed.gov/programs/charter/fy14cspnonregguidance.doc) for more detailed parameters on how to set up this type of lottery system and still meet CCSP grant eligibility.

Enrollment Policy

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

* Identifies how the community was/will be notified of the charter school’s opening
* The date of the first, and thereafter annual, lottery
* The charter school’s definition of founding family and the percentage of students to be enrolled as children of founding families
* The charter school’s definition of staff and the percentage of students to be enrolled as children of staff members
* The processes and procedures that will guide how the lottery will be conducted
* Identifies student groups that will be given priority notice or guaranteed admission
* Proposed weights to be used for educationally disadvantaged groups

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

To be eligible for a CCSP grant, a charter school’s admissions practices must comply with applicable Federal and State laws. Exemptions from the lottery specified above are permissible only to the extent that they are consistent with the State’s charter school law, other applicable State laws, the school’s charter contract, and any applicable title VI desegregation plans or court orders. A charter school’s admissions practices must also comply with part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, title VI of the Civil Rights Act of 1964; section 504 of the Rehabilitation Act of 1973; and title II of the Americans with Disabilities Act of 1990, as applicable.

# Available Funds

Approximately $14 million is available to be awarded during the 2021-22 school year for new CCSP sub-grant awards. CDE anticipates to award grants for a two- or three-year period. Funding in subsequent years for grantees is contingent upon continued federal funding and upon grantees meeting all grant, fiscal, and reporting requirements.

CCSP sub-grant funds available to be awarded during 2021-22 will be divided between applicants from both the New School application process and Replication/Expansion application process. Both competitions are scored against the same categories, parallel Selection Criteria, and the same number of points. Fundable applications from both competitions will be combined after scoring and ranked from highest total score to lowest. Awards will then be issued beginning with the highest scoring until all available funds are awarded, with three awards annually given preference to successful expansion applicants.

# Size & Duration of Grant

2021-22 CCSP Grant applicants may request up to $840,000 over a two- or three-year period, $900,000 for those achieving the higher score for a High Scoring Award, along with an optional additional award of $50,000 per year for Focused Programming and a potential extra Year 3 Implementation award of $200,000 for a total not to exceed $1,250,000 over 4 years. Funds must be expended by June 30th each year. CCSP Grant funds not fully expended by the end of the end of the first year of Implementation may be carried over in the second year of Implementation. Carryover from Planning into Implementation is not typical. Following the initial award year, each subsequent year of funding is subject to a renewal process which includes completion and approval of an annual financial report due by September 30th.

Each annual award will be calculated using a base amount of $100,000, plus $900 per student up to 200 students. High scoring applicants will receive an additional $20,000 per year for 3 years, and Focused Programming Awards will equal an additional $50,000 per year for up to 3 years. Schools meeting exemplar criteria outlined under [Participation, Monitoring, Evaluation and Reporting](#_Evaluation_and_Reporting) at the end of their initial award will be eligible to apply for a Year 3 Implementation Performance Award of $200,000.

The CCSP grant is competitive and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. New schools already in operation or expansion projects already underway at the time of application are eligible for the same levels of funding but will have their award spread over two years of implementation, rather than three. New schools or expansion projects applying during their planning year will have their award split evenly over a three-year period, with the first year designated for planning and the subsequent years for implementation.

The first year under the CCSP grant is typically truncated, with funds available beginning the date of final approval until June 30, or in the case of a new school, the date before first day of opening. This first year of funding may be anywhere from 4-7 months.

New schools that have been awarded the CCSP grant but fail to open as planned and wish to retain funding must supply adequate evidence and justification to qualify for retaining the award for an extended planning year (federally mandated to be no more than 18 months for a planning period). If justification is found to be inadequate, there is a change to the scope of the original plan or a loss of charter contract, the school will be asked to decline funds and re-apply at another time.

Expansion or Replication Schools that have been awarded the CCSP grant but have to rollback their timeline of grades served or fail to open as planned must supply adequate evidence and justification to qualify for the full amount of the award. If justification is found to be inadequate, there is a change in the scope of the original plan or loss of charter contract, the school will be subject to a reduced award or forfeiture.

The estimated range of awards and allocation schedule is outlined below. Priority points and/or Focused Programming points will be considered only once an application has met the minimum criteria of fundable components. CCSP grant applicants will be required to specify the number of anticipated students to be served, as identified on the cover/signature page, to ensure that the funding amount request is accurate. There is no guarantee that submitting a proposal will result in funding, or funding at the requested level. Proposals that do not reach a minimum score overall, or for key criteria, will not be funded. Applications that reach a higher score through priority points and/or Focused Programming points will receive greater funding according to the tables below.

Subsequent years of funding beyond the initial grant year will be confirmed following an annual renewal process and are based on the school’s initial CCSP grant awarded amount. The renewal process to continue grant funding is not competitive, but is subject to available federal funds, appropriateness of the renewal proposal concerning the grant budget, student enrollment, need, student academic achievement, and progress made toward grant goals as outlined in the approved application. While a school’s Renewal Proposal is under review, the school may access up to 25 percent of its anticipated award for that grant year. A school whose Renewal Proposal is found to not reach a minimum score will not receive further funding beyond this initial 25 percent.

Continuation funding may be terminated if substantial progress is not being made to accomplish the grant project goals articulated in the initial CCSP grant application or if the charter school fails to make satisfactory student academic progress. Failure to draw down funds in a regular and timely manner, fulfill TA requirements, or meet enrollment projections by a significant amount may potentially disrupt funding. Regular communication regarding changes in plans, administration, or ability to fulfill obligation of the grant is encouraged to identify early solutions.

Award amounts by school operational year will be as follows:

Three-Year Funding Level, New Schools Applying During Planning Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Award** | **Planning Year Allocation** | **Year 1 Implementation Allocation** | **Year 2 Implementation Allocation** | **Total Funds Awarded** |
| Standard Award | Up to $280,000 | Up to $280,000 | Up to $280,000 | Up to $840,000 |
| High Scoring Award | Up to $300,000 | Up to $300,000 | Up to $300,000 | Up to $900,000 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focused Programming Award | +$50,000 | +$50,000 | +$50,000 | +$150,000 |
| Year 3 Implementation Performance Award |  |  |  | +$200,000 |

Two-Year Funding Level, New Schools in Operation at the Time of Application

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Award** | **Year 1 Implementation Allocation** | **Year 2 Implementation Allocation** | **Total Funds Awarded** |
| Standard Award | Up to $378,000 | Up to $462,000 | Up to $840,000 |
| High Scoring Award | Up to $405,000 | Up to $495,000 | Up to $900,000 |
| Focused Programming Award | +$50,000 | +$50,000 | +$100,000 |
| Year 3 Implementation Performance Award |  |  | +$200,000 |

**High Scoring Award**

Applicants that put forth the effort required to attain priority points as outlined in the RFP, will score higher on the overall rubric. Priority points do not replace missed points on the basic criteria, rather they offer a path toward a higher grant award as shown in the tables above. A minimum threshold of points is required for any applicant to be approved.

**Focused Programming Award**

The state has identified additional scored selection criteria for applicants creating intentional programs targeting specific underserved student populations.

These programs must demonstrate deliberate intent through a stated mission, curriculum and culture to meet one or more of the following focus areas: Special Education, English Language Learners, High Mobility groups (such as foster, homeless, and Alternative Education Campus (AEC)/Credit Recovery students), Rural students, and High School students. If a sufficient score on these additional criteria is satisfied, the applicant will receive an additional $50,000 per grant year. See the [Selection Criteria and Evaluation Rubric](#_Selection_Criteria_and) for information necessary in the Focused Programming elements that must be integrated throughout the application with evidence showing the commitment above and beyond the minimum requirements for these specific populations.

**Year 3 Implementation Performance Award**

Sub-grantees will have opportunity to receive an additional year of funding in the amount of $200,000 should they demonstrate outstanding performance in Years 0-2 through the following:

* significant progress toward grant objectives and programmatic expectations
* regular and timely draw-down of grant funds
* strong enrollment that meets projected targets
* completion of Technical Assistance requirements
* timely reporting
* approved annual financial reports
* evidence of academic success

A budget and rationale for this optional year of funding must be included within the scope of the original application, although it could be designated for future grades to be added during Implementation Year 3.

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# Allowable Use of Funds

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

Under the allowable activities described in the ESEA § 4303 (h), CCSP Grant funds must be used for one or more of the following activities:

1. Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with –
   1. Providing research-based professional development for teachers and other staff that includes national staff development standards (including travel costs for school leaders, staff, and school board to attend conferences and training, or visiting other charter schools); and
   2. Hiring and compensating, during the eligible applicant’s planning period specified in the application for funds, one or more of the following: (i) Teachers. (ii) School Leaders. (iii) Specialized instructional support personnel.
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials or aligning curriculum).
3. Under ESEA § 4303(h)(4), providing one-time startup costs associated with providing transportation to students to and from the charter school.
4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment and informing the community about the school.
5. Providing for other appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources, providing support requests are reasonable and appropriate.
6. Under ESEA § 4303(h)(3), grantees may use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).” *See Appendix E. Minor Facility Repairs for more information*.

**Note:** CCSP Grant funds are generally not allowed to be used for the following purposes:

* recurring costs for which PPR should be utilized
* before and after school programs
* salary and benefits for staff once the school has opened
* major capital costs
* food costs for staff, students, or parents
* promotional/novelty items for advertising, events, or recruiting
* student travel costs
* continuing educational credits for professional development coursework
* professional memberships
* financial audit fees
* grant oversight expenses
* business consultants beyond first year of CCSP grant funding

Expenses must be necessary, reasonable, and allocable to the grant in order to be allowable under the CSP (2 CFR 200.403(a)). Further details on allowable use of funds can be found in the [CCSP Grant Budget Instructions](#Budget) section of this document, as well as in the CCSP Guidebook, which serves as a resource companion for the CCSP grant and program.

# Participation, Evaluation and Reporting

Recipient participation in Technical Assistance, Evaluation, and Reporting is an inherent expectation and required in return for funding. Application indicates acknowledgement and consent to these contingencies.

Risk Assessment

Under all federal programs, CDE is required to assess applicants and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination.

Risk is assessed through a variety of fiscal criteria identified by CDE Grants Fiscal and programmatic criteria identified in this application document and federal regulations, statute, and guidance. A fiscal and a programmatic risk rating will be identified for each applicant based on past and current performance for both the applicant and their authorizer. This includes assessing the performance of CMO/EMO/ESP services to the recipients as it relates to their successful operation of their schools.

Evaluation

As a condition of this federal grant, CDE is responsible for evaluating recipients to ensure they adhere to federal rules and regulations and accomplish their performance goals. This monitoring system reviews charter schools each year through the following system:

1. Quarterly call or check-in (if identified as at risk, calls may be increased to at least monthly)
2. Programmatic and Fiscal Desk Reviews, coordinated with quarterly check-in
3. Renewal Proposal report (see below)
4. Annual Financial Report (see below)
5. On-site visits
   1. Year 1 Implementation - a site visit is conducted by grant program staff to review a list of indicators identifying progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, including fulfillment of TA, review of certifications, and submission of the AFR.
   2. Year 2 Implementation - A Charter School Support Initiative (CSSI) school diagnostic visit is conducted over the course of a three-day examination of the charter school to further evaluate and monitor for quality. This comprehensive review looks at academic performance, learning environment, organizational effectiveness, governance, and quality leadership through a variety of lenses. This review is conducted by a group of outside professional consultants who have experience in Colorado charter schools. The school is provided with a final written report that includes suggestions for both short- and long-term school improvements. The CSSI visit is a requirement of the CCSP grant program and may be paid for with grant funds. More information about the CSSI visit can be found online [here](http://www.cde.state.co.us/cdechart/cssi.asp) as well as in the technical assistance section of the CCSP Guidebook.
6. Year 3 Implementation Performance Award – for recipients seeking to receive additional funding for Year 3 Implementation Performance Award, a simple evaluation form will be required during the spring of Year 2 Implementation. More information on this process will be provided in advance.

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

Reporting

CDE Schools of Choice is required to track specific information as a part of its federal CSP grant. Sub-grantees will be required to:

* Join [CDE Schools of Choice listserv](http://www.cde.state.co.us/cdechart/joinlistserv.htm). Multiple people from each school are encouraged to be on this list.
* Provide contact information for current board members, with officers identified, including a phone number and e-mail address for each board member.
* Notify CDE Schools of Choice upon any transition of administrator, leadership, or board at the school anytime during the grant period. Note: Additional technical assistance may be required. A changeover in school grant contact will require the governing board to submit a written notification and the new school grant contact will be required to complete the CCSP Grant Post-Award Webinar within five business days.
* Provide information requested via survey and other data collection projects (e.g., technical assistance needs assessment, frequency and duration of training/special events, problems of practice and satisfaction surveys, etc.).
* Annual Financial Report: An AFR is required to be filed within 90 days following each grant fiscal year. The AFR reports actual expenditures made from the grant. If an AFR is not filed, Sub-grantees risk losing their funds for the following year.
* Renewal Proposal: Recipients must complete a Renewal Proposal heading into each new grant year that includes a progress report toward Grant Project Goals and grant activities and submission of the school’s Unified Improvement Plan evidencing academic performance.
* Final Grant Report: A final grant report is due to CDE Schools of Choice within 90 days of the end of the final grant year. The final report should contain the following:
  + Executive summary (not to exceed one page)
  + Report on each grant project goal, including a summary of the progress made on each goal and objective.
  + A report on the academic achievement and growth of the school, including a copy of the school’s most recent School Performance Framework report and Unified Improvement Plan
  + Financial narrative report on how the grant was expended for each of the grant years and totals for the two- or three-year period.
  + 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 (UGG §200.439)

Note: Completion of all CCSP requirements are necessary in order to exit the program in good standing.

Award amounts may be reduced if recipients do not adhere to the terms of their grant award; this includes if projected enrollment is not met, technical assistance requirements are not completed each year, funds are not spent in a timely manner, and reporting not completed. In order for schools to exit the program in good standing, it is imperative that sub-grantees comply with all requirements of the program.

# Data Privacy

CDE takes seriously its obligation to protect the privacy of student Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the CCSP Grant. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with CDE’s privacy and security policies and procedures.

Note: Application materials and documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 16 for students or 5 for educators.

# Technical Assistance

CDE places great value on providing high-quality support and training to charter schools based on research-proven best practices as a means of ensuring high-quality school programs. CCSP sub-grantees are expected as part of federal and state requirements to attend a variety of technical assistance options over the grant period that are intentionally designed to improve each school’s chance for success. More information on technical assistance participation requirements over the multi-year grant is available in the [CCSP Grant Programmatic Technical Assistance Requirements](#Technical) section below, in the CCSP Guidebook, and in the CCSP Grant Calendar.

Application-Related Technical Assistance

CCSP Grant and Application Training:

CCSP grant applicants are required to attend a CCSP Grant and Application Training, at which time the CCSP Grant [Letter of Intent](#Intent) and [Eligibility Form](#Eligibility) (included in this document and available on the [CDE website](http://www.cde.state.co.us/cdechart/cspgranthomepage)) should be completed, and submitted to CDE Schools of Choice by the deadline on each form. The CCSP Grant and Application Training is conducted 8-10 weeks before the application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training in order to gain a full understanding of the requirements of the program and fiscal responsibilities. (See [CCSP Grant Calendar](#Calendar) for dates.)

Other Charter School Resources:

[Resources: Starting a Charter School in Colorado](http://coloradoleague.org/?page=nsdresources)

## [Starting Strong: Best Practices in Starting A Charter School](https://my.vanderbilt.edu/marisacannata/files/2013/10/Starting_Strong_final.pdf)

Promising Practices Resources:

Colorado Stories of Promising Practices: <http://www.cde.state.co.us/promisingpractices>

ICAP: <http://www.cde.state.co.us/postsecondary/icap_promising_practices>

Family Engagement: <http://www.cde.state.co.us/uip/promising>

English Language Development: <http://www.cde.state.co.us/cde_english/eldguidebook>

Graduation Guidelines: <http://www.cde.state.co.us/postsecondary/grad-promising>

Capstone: <http://www.cde.state.co.us/postsecondary/capstone-promising-practice>

Alternatives to Exclusionary School Discipline practices: <http://www.cde.state.co.us/dropoutprevention/earss_resources>

Note:Representatives from proposed schools may attend and receive credit for technical assistance events that occur before the CCSP grant application is due and/or approved, in anticipation of receiving a grant award.

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# Review Process and Timeline

CDE program staff will review applications for completeness, adherence to certifications, budgetary restrictions, eligibility, and compliance with formatting requirements. A broad-based committee of peer reviewers with knowledge of systemic school reform, different educational models, and familiarity with charter school concept will review and score CCSP grant applications. Review will be based on the specific elements listed in the [Selection Criteria and Evaluation Rubric](#_Selection_Criteria_and_1). Applicants and their authorizer (fiscal agent) will be notified of provisional award status via email no later than Wednesday, November 24, 2021.

The CCSP grant application is competitive. Applicants must score at least 95 points out of the base of 130 possible points to be approved for funding. Applications that score below 95 points *may* be asked to submit revisions that would bring the application up to a fundable level.

In an effort to promote high quality, well-written proposals, an incentive is built in to award the highest scoring applicants with a greater level of funding. Additional criteria have been provided in the form of Priority Points based on CCSP priorities to provide up to 20 additional points to high quality applicants. A combined score of 125 out of 150 possible points (from base and Priority Points combined) is needed to achieve this higher level of funding.

Focused Programming criteria will be scored separately, only for applicants indicating they desire to pursue such funds. Applicants must score at least 30 points out of a possible 50 Focused Programming Points to receive this additional funding.

Note: Applications must meet the minimum score criteria for funding prior to the award of additional priority points or Focused Programming points.

There is no guarantee that submitting an application will result in funding or funding at the requested level. All award decisions are final. Applicants that do not meet the qualifications may reapply for future grant opportunities.

Finalizing Awards

If approved for funding, a grant award letter will stipulate any additional information that is required within 30 days before final approval will be granted, including necessary budget modification and/or denied line items.

**Note:** Any schools not providing an approved, revised budget by that deadline may be subject to losing their grant award.

* Successful Sub-grantees will be **required** to participate in the virtual CCSP Grant Post-Award Webinar scheduled in two parts: 1) Thursday, December 2, 2021 from 1:00 PM to 3:00 PM and 2) Thursday, December 9, 2021 from 1:00 PM to 3:00 PM.
* Awards are contingent upon evidence of an executed and signed charter contract between the school and their authorizer and may never be spent retroactively.
* Once additional information is satisfactorily provided to CDE, the applicant will receive an email stating the Sub-grantee has “final approval,” upon which a follow-up email from CDE Grants Fiscal will provide necessary grant fiscal documents (Grant Award Letter (GAL) and Request for Funds (RFF)) and instructions on the reimbursement process for the grant.
* Funds should not be spent or encumbered until the grant has received final approval.

The budget period for the initial year of the CCSP grant is upon final approval through June 30. The proposed grant project goals should reflect that timeframe. Subsequent year(s) will have a budget period of July 1 through June 30.

# Submission Process and Deadline

An electronic copy of the application (in MS Word or PDF format) and electronic budget (in MS Excel format) must be submitted to [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by 11:59 PM on **Thursday, October 14, 2021**. The electronic version should include all required components of the application as one document. Please attach the electronic budget workbook in MS Excel format as a separate document. Faxes will not be accepted. **Incomplete or late applications will not be considered.** If you do not receive an email confirmation of receipt of your application within 24 hours of the deadline, please email [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us).

Application materials and budget are available for download on the CDE CCSP website at <https://www.cde.state.co.us/cdechart/grantprograms>.

We suggest that you plan to submit your application several days before the deadline to allow leeway for any technical issues.

Submit the electronic copy of the application and electronic budget by

**11:59 PM** on **Thursday, October 14, 2021** to: [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

**AND**

Postmark the original application (via U.S. mail) by

Thursday, October 14, 2021 to:

Colorado Department of Education

Schools of Choice

201 E Colfax Avenue, Room 210

Denver, CO 80203

# Application Format

The total narrative (Sections A to K) of the application cannot exceed 26 pages (30 for Focused Programming applications). Please see below for the required elements of the application.

**Note:** Approved attachments are not subject to this page limit. Applications that exceed 26 (30 for Focused Programming applications) pages will not be reviewed.

* All pages must be standard letter size, 8-1/2” x 11” using 12-point font (Calibri, Arial, or Times New Roman) and single-spaced with 1-inch margins and numbered pages. Tables may be in an 11-point font.
* Cover Page and Assurance must include original signatures.
* The narrative must address, in sequence, each section A to K, and attachments must be included in the order outlined below. State each part, section number, and title in bold.
* Focused Programming applicants should clearly label areas of the narrative which specifically address focus area prompts in the selection criteria/evaluation rubric.
* Hard copy submission of the application Cover Page and the Certification and Assurances Form with original signaturesis preferred. Alternatively, CDE Schools of Choice will accept scanned copies of signed pages or digital signatures collected via Adobe Sign, DocuSign, or other comparable technology used to certify signatures from an applicant who faces obstacles in obtaining in-person sign-off.
* Do not use a table of contents page or divider pages.
* Staple the original and each copy of the proposal in the top left corner. If too thick to staple, please use a binder clip.
* Do not attach curriculum, invoices, or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) with your request for permission and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer.
* Do not send any material that must be returned.

# Required Elements

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 the Colorado state assessment system.

The CCSP grant application is structured to serve as 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 may be denied. Replicating schools need to ensure that this application is unique and are encouraged to pay special attention to justifying the need in the community and the level of buy-in from the community to which it is replicating. The format outlined below must be followed in order to assure consistent application of the evaluation criteria. See [Selection Criteria and Evaluation Rubric](#_Selection_Criteria_and_1) for specific selection criteria needed in Part II.

|  |  |  |
| --- | --- | --- |
| **Part I:** | **Application Introduction** (not scored) | |
|  | Cover Page | |
|  | Certification and Assurance Form | |
|  |  |  |
| **Part II:** | **Narrative** |  |
|  | Section A: | Executive Summary |
|  | Section B: | Grant Project Goals and Budget Narrative |
|  | Section C: | Research-based Program/Comprehensive Design Aligned with Standards |
|  | Section D: | Educationally Disadvantaged Students |
|  | Section E: | Staffing and Professional Development |
|  | Section F: | Accountability and Accreditation |
|  | Section G: | Board Capacity and Governance Structure |
|  | Section H: | Parent/Community Involvement, Networking and External Support |
|  | Section I: | Business Capacity and Continued Operation |
|  | Section J: | Facilities |
|  | Section K: | Technical Assistance |

|  |  |  |
| --- | --- | --- |
| **Part III:** | **Required Attachments** | |
|  | Appendix A: | Charter School Enrollment Policy |
|  | Appendix B: | CCSP Grant Budget |
|  | Appendix C: | Charter School Annual Budget |
|  | Appendix D: | Technology Plan (if requesting funds) |
|  | Appendix E: | Minor Facility Repair Plan (if requesting funds) |
|  | Appendix F: | Transportation Plan |
|  | Appendix G: | Library Development Plan (if requesting funds) |
|  | Appendix H: | Professional Development Plan |
|  | Appendix I: | Performance Management Plan |
|  | Appendix J: | Waivers Sought |
|  | Appendix K: | Technical Assistance Proposal (2 Year) – only for 2-year applicants |
|  | Appendix L: | Technical Assistance Proposal (3 Year) – only for 3-year applicants |
|  | Appendix M:  Appendix N: | Disclosure Information  School Performance Framework Documents |

**Colorado Charter Schools Program Grant**

Replication or Expansion Applicant

**Due by 11:59 PM on Thursday, October 14, 2021**

# Part IA: Cover Page – Applicant Information

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Applicant Charter School Information** | | | | | | | |
| School Name: |  | | | | | | |
| Mailing Address: |  | | | School Code: | | |  |
| **Region** [Indicate region of Colorado this program will directly impact] | | | | | | | |
| Metro  Pikes Peak  North Central  Northwest  West Central  Southwest  Southeast  Northeast | | | | | | | |
| **School Model** [Identify the categories the school intends to specialize in by checking all that apply] | | | | | | | |
| Alternative Education Campus/ Credit Recovery  Arts/Performing Arts  Blended Learning  Career and Technical Education  Classical  College Prep  Competency-based | | Core Knowledge  Direct Instruction  Dual Language/Immersion  Early College/Concurrent Enrollment  Expeditionary Learning  Gifted Education  Inclusion | | | | Online format only  Montessori  Project-based  Single Gender  STEM/STEAM  Waldorf  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |
| **Focused Programming Applicant:  Yes  No** | | | | | | | |
| **If applicable, indicate area of Focus Programming:** | | |  | | | | |
| **Authorized Charter School Representative (i.e. Grant Contact)** | | | | | | | |
| Name: |  | | Title: | |  | | |
| Telephone: |  | | Email: | |  | | |
| Signature: |  | | | | | | |
| **Authorizing Local Education Agency (LEA) Information** | | | | | | | |
| School District Charter School Institute | | | | | | | |
| LEA Name: |  | | | | LEA Code: | |  |
| Mailing Address: |  | | | | DUNS #: | |  |
| **Authorizer Superintendent/Executive Director** | | | | | | | |
| Name: |  | | Email: | |  | | |
| Signature: |  | | | | | | |
| **LEA Authorized Representative (Charter School Contact)** | | | | | | | |
| Name: |  | | Title: | |  | | |
| Telephone: |  | | Email: | |  | | |
| **LEA Authorized Representative (Fiscal Manager)** | | | | | | | |
| Name: |  | | | | | | |
| Telephone: |  | | Email: | |  | | |
| Signature: |  | | | | | | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Funding Amount Requested** [Write N/A for years and funding categories not applicable] | | | | | | | | |
| Grant Year: | Operational Grant Year: | | CCSP New School Award  Amount Requested: | | | Focused Programming Amount Requested: | | |
|  | **Planning Year 0** | |  | | |  | | |
|  | **Implementation Year 1** | |  | | |  | | |
|  | **Implementation Year 2** | |  | | |  | | |
|  | **Implementation Year 3 *Performance Award*** | |  | | |  | | |
| **Total Funding Sought:**  *(combined amount of all categories of funding covered by this application)* | | | | | |  | | |
| **Required Information** | | | | | | | | |
| Year School started/will start: | | | | | | |  | |
| Year Charter Contract expired/will expire: | | | | | | |  | |
| Grade levels approved in Charter Contract:  *(e.g. PK-2, K-5, K-8, 1-5, 6-8, 9-12, etc.)* | | | | | | |  | |
| Percentage of students qualifying for Free and Reduced Meals: | | | | | | |  | |
| Percentage of students with an Individualized Education Plan: | | | | | | |  | |
| Percentage of students qualifying for English Language services: | | | | | | |  | |
| **Charter School Enrollment Projections** | | | | | | | | |
| 2020-21 | Pre-K: | **K-12 Total:** | | Grades K-5: | Grades 6-8: | | | Grades 9-12: |
| 2021-22 | Pre-K: | **K-12 Total:** | | Grades K-5: | Grades 6-8: | | | Grades 9-12: |
| 2022-23 | Pre-K: | **K-12 Total:** | | Grades K-5: | Grades 6-8: | | | Grades 9-12: |
| 2023-24 | Pre-K: | **K-12 Total:** | | Grades K-5: | Grades 6-8: | | | Grades 9-12: |
| 2024-25 | Pre-K: | **K-12 Total:** | | Grades K-5: | Grades 6-8: | | | Grades 9-12: |
| **Federal Program Funds**  [Identify the federal funding the school intends to apply for by checking all that apply] | | | | | | | | |
| Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies  Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals or Other School Leaders  Title III: Language Instruction for English Learners and Immigrant Students  Title IV, Part A: Student Support and Academic Enrichment Grants  Title V: Part B: Rural Education Initiative  School Lunch Program, Free and Reduced Priced Meals  CARES Act Elementary and Secondary School Emergency Relief (ESSER): Education Stabilization Fund Program  Other (specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | |

**Note:** If grant is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application. Submission of the signed charter contract must be provided prior to funding being released. For schools affiliated with a CMO, Collaborative, EMO, or ESP, submission of a signed service agreement must be provided prior to funding being released.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Previous Grant Information**  The following information will be verified by CDE and considered in the eligibility and funding decisions: | | | | | |
| Has the applicant or any of its affiliates previously received a Charter Schools Program grant, either through CDE or direct from the federal program within the last 5 years? | | | | | Yes  No |
| If previously funded, were funds expended in a timely manner? | | | | | Yes  No |
| If previously funded, were all programmatic expectations fulfilled? | | | | | Yes  No |
| If previously funded, were any unspent funds reverted back to CDE? | | | | | Yes  No |
| If previously funded, were any misused funds returned to CDE? | | | | | Yes  No |
| **If *previously funded*, please enter the school or campus name, funding year(s), and award amount(s):** | | | | | |
| **School/Campus Name:** |  | | | | |
| **Award Year(s):** |  | | **Total Amount:** |  | |
| **School/Campus Name:** |  | | | | |
| **Award Year(s):** |  | | **Total Amount:** |  | |
| **School/Campus Name:** |  | | | | |
| **Award Year(s):** |  | | **Total Amount:** |  | |
| **Previous Performance Information**  The following information will be verified by CDE and considered in the eligibility and funding decisions:  Please provide an overview of the previous academic performance data for each applicable year to demonstrate evidence of meeting the federal definition of a “high-quality charter school” as reported in the most recent School Performance Framework (SPF) data relevant to the years revealed. Applicants with previous performance are to submit a copy of each SPF report referenced below in Appendix N.  ***NOTE:*** *For schools that have not had CMAS-tested students for the full 4-year data period below (i.e. Elementary Schools) substitution of normed/standards-based interim assessments (such as READ Act assessments, School*  *Readiness assessments, NWEA MAP, etc.) may be used for years that CMAS-data was not yet available.*  *If substituting, please note the measure/metric being used.* | | | | | |
| **School/Campus Name:** |  | | | | |
| Does this School/Campus serve as the basis of the replication/expansion? | | | | Yes  No | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | |
| **School/Campus Name:** |  | | | | |
| Does this School/Campus serve as the basis of the replication/expansion? | | | | Yes  No | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| **SPF Report Year:** |  | **SPF Overall Rating:** | |  | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **School/Campus Name:** |  | | |
| Does this School/Campus serve as the basis of the replication/expansion? | | | Yes  No |
| **SPF Report Year:** |  | **SPF Overall Rating:** |  |
| **SPF Report Year:** |  | **SPF Overall Rating:** |  |
| **SPF Report Year:** |  | **SPF Overall Rating:** |  |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | |

# Part IB: Program Assurances Form

The applicant charter school’s Board President and Board-Appointed Authorized Representative (“Grant Contact”) must initial each item to certify they have read and understand each of the terms and further sign below to indicate their approval of the contents of this Colorado Charter Schools Program (CCSP) Grant application, and if funded, their agreement to carry out the activities presented in this application and the corresponding “Funding Opportunity” document upon award, and the receipt of program funds.

Signature from the applicant charter school’s authorizing local educational agency (LEA) is also required indicating the LEA agrees to serve as the grant fiscal agent on behalf of the applicant charter school for any CCSP Grant award.

|  |  |  |  |
| --- | --- | --- | --- |
| On | (date) | , 2021, the Board of | (charter school) |

hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, both the charter school’s board and their authorizer hereby agree that the general assurances for all federal funds and the terms therein are specifically incorporated by reference in this application. The charter school and their authorizer also certify that all program and pertinent administrative requirements, as outlined in the corresponding “Funding Opportunity” request for applications document, will be met.

Charter school / authorizer partnerships that accept funding through the CCSP Grant agree to the following certifications and assurances:

**Program Requirements**

1. Applicant grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant’s governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body’s authorized official for the grant program. The grant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
2. Recipient schools certify that they understand an approved charter application and a signed charter contract are required in order to be eligible for an award.
3. Recipient schools operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that does not discriminate based on race, (including hair texture, hair type or hairstyle), creed, gender, sexual orientation, religion, ancestry, national origin, color, disability, or age.
4. Recipient schools agree to notify the CDE Schools of Choice Office within two business days upon any transition of administrator, leadership, or board member(s) at the school, and provide written notification from the governing board of any change in the school’s Grant Contact.
5. Recipient schools and their authorizer will ensure that at least one person from the charter school will subscribe to and be responsible to receive communication from the CDE Schools of Choice Office email listserv for the life of the grant.
6. Recipient schools understand that they will not own rights, title, and/or interest in any 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.

**Federal Compliance**

1. Recipient schools will be aware of and comply with all provisions of the federal Every Student Succeeds Act (ESSA, Public Law 114-95), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), including, but not limited to, provisions on title V, part B, subpart 1, title IX, Boy Scouts of America Equal Access Act, Armed Forces Recruiter Access to Students and Student Recruiting Information, Unsafe School Choice Option, Family Educational Rights and Privacy Act, Privacy of Assessment Results, and School Prayer.
2. Recipient schools will be aware of and comply with federal laws including, but not limited to, 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, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the ‘‘Family Educational Rights and Privacy Act of 1974’’), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Government wide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.
3. Recipient schools and their authorizer will ensure knowledge of and compliance with all provisions of any programmatic guidance identified on the U.S. Department of Education Charter Schools Program website, including but not limited to the 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria for the Charter Schools Program Grants to State Educational Agencies (80 FR 34201), New Flexibilities under the Every Student Succeeds Act Frequently Asked Questions (December 2017), and the Charter Schools Program Nonregulatory Guidance (January 2014 or subsequent version), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, use of grant funds, and administrative and fiscal responsibilities.
4. Recipient schools and their authorizer 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 Education Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (ESSA §4308).
5. Recipient schools and their authorizer are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding this project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the Sub-grantee, and that the recipient school and their authorizer have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation and state statute. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
6. Recipient schools and their authorizer must remain in compliance with the requirements of the federal Children’s Internet Protection Act.
7. Recipient schools and their authorizer certify that no policy of the school or local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.
8. Recipient schools and their authorizer will be aware of and comply with Executive Order 13513, “Federal Leadership on Reducing Text Messaging While Driving,” October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.
9. Recipient schools shall ensure that students enrolled in the charter school will be taught the United States Constitution each year on September 17, Constitution Day (<https://www2.ed.gov/policy/fund/guid/constitutionday.html>).

**Finances, Budget, and Audit**

1. Authorizer of recipient schools ensures that the charter school will receive funds through federal 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.
2. Authorizer of recipient schools may not deduct funds for administrative fees or expenses from a sub-grant awarded to an eligible applicant and shall distribute all sub-grant funds to the eligible applicant without delay.
3. Recipient schools, with authorizer review and approval, will submit a revised budget narrative and budget workbook to CDE Schools of Choice within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice before any grant funds will be released.
4. 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 to CDE Schools of Choice before grant funds are released.
5. Recipient schools will ensure that they will budget for and comply with the required Charter School Support Initiative visit during Implementation Year 2 according to their projected student count for the year of the visit.
6. Recipient schools and their authorizer will follow reimbursement procedures, requesting funds at a minimum of quarterly, and respond to all grant requirements in a timely fashion, including the Annual Financial Report (AFR).
7. Recipient schools are required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent of the total project period award. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a revision of their budget prior to expenditure or legal obligation of those funds, or they may not be reimbursed for the excess amount.
8. Recipient schools will ensure that the awarded grant funds will be spent or encumbered by June 30 of each grant year, unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than June 1 of the respective grant year, and that if an extension request is not approved by CDE on the grounds that extenuating circumstance have not been established the recipient school will be held to the June 30 deadline.
9. Recipient schools and their authorizer shall provide the Grants Fiscal Management Unit at CDE a written account of expenditures no later than October 1 following each grant year, utilizing the Annual Financial Report (AFR).
10. Recipient schools and their authorizer shall maintain appropriate accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee’s activities, books, documents, papers and other records relating to the expenditures of grant proceeds.
11. Recipient schools and their authorizer shall comply with all federal and state annual independent audit requirements and ensures that arrangements have been made to finance mandatory audits. Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipients annually as a part of their regular audit. Auditors should be aware of the federal audit requirements contained in the Single Audit Act of 1984.
12. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer’s auditor.
13. Recipient schools are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify CDE Schools of Choice Office of the reason for closure and agrees to notify CDE Schools of Choice Office regarding the appropriate disposition of assets purchased under this grant.
14. Recipients shall ensure that none of the funds authorized under the ESSA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools (20 U.S. Code § 7906).
15. Recipient schools and their authorizer understand that if any findings of misuse of grant funds are discovered project funds must be returned to CDE, and that CDE may terminate a grant award upon 30 days’ notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
16. Grant history of the Recipient schools and their authorizer, including but not limited to, past expenditure of funds, timely request of funds, and fulfillment of reporting requirements, may be considered for applicants in establishing the applicant’s fiscal and programmatic risk for new grant award letters, as applicable.

**Participation, Evaluation, Research and Reporting**

1. Recipient schools and their authorizer will participate in at least one site visit and one diagnostic review through the Charter School Support Initiative (CSSI) within the multi-year grant cycle by CDE and possibly a visit by the U.S. Department of Education.
2. Recipient schools will submit any necessary annual year-end reports to CDE by September 30th following each fiscal year, which evaluates how program objectives were met during the previous fiscal year, and outlines the recipients plan for the next fiscal year. Continued funding for subsequent years is dependent upon completion of these annual reports.
3. Recipient schools and their authorizer will, for the life of the grant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the [**Participation, Evaluation and Reporting**](#_Evaluation_and_Reporting) section of the CCSP grant ”Funding Opportunity” request for applicants, including participation in CDE Schools of Choice Office annual evaluations, studies and surveys and submission of annual financial reports, final grant report and supporting documentation.

**Authorization, Accountability, and Governance**

1. The applicant charter school assures that they have provided their authorizer with “adequate and timely notice” of this grant application (as required by ESEA §4310 (6)(B)), including the opportunity to review the complete CCSP application prior to submission.
2. Recipient schools will ensure the governing board is apprised of the requirements of the grant and their obligation to complete technical assistance requirements or risk delayed or suspended grant funds.
3. The recipient school and their authorizer, per ESEA §4303 (f)(1)(C)(i)(II), certify that the Charter Contract agreed for the school articulates that student achievement and growth, as measured by the state’s School Performance Framework, is one of the most important factors for renewal or revocation of the school’s charter contract, and that the authorizer reserves the right to revoke or not renew a school’s charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the Charter Contract accordingly to include these before award monies are distributed.
4. Recipient schools and their authorizer certify that a high degree of autonomy is built into its charter contract, consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school’s autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
5. Recipient schools and their authorizer certify that their charter contract allows the opportunity for the school to purchase services via a third party.
6. Recipient schools shall include important information on the website of the school, as required by ESEA § 4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to also provide annual performance and enrollment data for the student body and subgroups of students on its website.

**Minor Facilities Repair Expenditures** *(initial if seeking a portion of CCSP funds be designated for this purpose)*

1. Charter school acknowledges that any facility repairs will be minor, and any other renovations will be necessary to ensure compliance with applicable statutes and regulations.
2. Charter school acknowledges that any minor facility repairs paid for through CCSP funds must be reviewed and approved by the CDE Schools of Choice Office and Grants Fiscal Office before funds related to the activity will be released can be incurred.
3. Total annual expenses will not exceed 10% percent of the annual CCSP grant award in a given year.
4. Charter school acknowledges that expenses are only for minor facility repairs that are non-sustained/one-time associated for one-time costs.

**Transportation Expenditures** *(initial if seeking a portion of CCSP funds be designated for this purpose)*

1. Charter school acknowledges that any transportation costs paid from this grant will be to support transporting students to and from the charter school, that costs will be one-time startup costs, and that the charter school will continue to meet transportation needs of its students after the sub-grant ends.
2. Charter school acknowledges that any one-time transportation costs are “essential” and fall within the scope for of the approved project.
3. Total expense for this modification that will be charged to the CSP grant will not exceed 25% of the annual grant.
4. The School will report on its Transportation Goal by completing the Transportation Annual Report for Charters.

**Replication/Expansion Applicants** *(both school and authorizer must initial if applicant is replicating or expanding an existing high-quality charter school)*

\_\_\_ 49) Recipient schools and their authorizer certify that the applicant charter school meets the definition of “high-quality charter school” and as such has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

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

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Please contact Jennifer Austin, Grants Fiscal Director (Email [austin\_j@cde.state.co.us](mailto:austin_j@cde.state.co.us) | Telephone 303-866-6689) and Tanesha Bell, CCSP Sub-Grant Monitor (Email [bell\_t@cde.state.co.us](mailto:bell_t@cde.state.co.us) | Telephone 303-866-3295) for any modifications.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Name of School District or Charter School Institute Board President (if applicable) |  | Signature |
|  |  |  |
| Name of District Superintendent or  Charter School Institute Executive Director (if applicable) |  | Signature |
|  |  |  |
| Name of Charter School Board President |  | Signature |
|  |  |  |
| Name of Charter School Authorized Representative  (Grant Contact) |  | Signature |
|  |  |  |
| Name of School District or Charter School Institute Authorized Representative (Fiscal Manager) |  | Signature |

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, correct, and 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 other project.

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Name of Charter School Board President |  | Signature |
|  |  |  |
| Name of Charter School Authorized Representative  (Grant Contact) |  | Signature |

**Colorado Charter Schools Program Grant**

2021-22 Replication or Expansion Applicant

# Application Scoring

CDE Use Only

|  |  |  |  |
| --- | --- | --- | --- |
| **Part I:** | **Application Introduction** | | No Points |
|  | Cover Page |  |  |
|  | Assurances |  |  |
| **Part II:** | **Narrative** | |  |
|  | Section A: | Executive Summary | /6 |
|  | Section B: | Grant Project Goals and Budget Narrative | /24 |
|  | Section C: | Research-based Program/Comprehensive Design Aligned with Standards | /25 |
|  | Section D: | Educationally Disadvantaged Students | /13 |
|  | Section E: | Staffing and Professional Development | /7 |
|  | Section F: | Accountability and Accreditation | /11 |
|  | Section G: | Board Capacity and Governance Structure | /6 |
|  | Section H: | Parent/Community Involvement, Networking and External Support | /8 |
|  | Section I: | Business Capacity and Continued Operation | /21 |
|  | Section J: | Facilities | /6 |
|  | Section K: | Technical Assistance | /3 |
| **Subtotal:** | | | **/130** |
|  | **Priority Points** | *(apply only to subtotal of 95 points or greater and are used to increase award)* | /20 |
| **Narrative Total:** | | | **/150** |
|  | **Focused Programming** | |  |
|  | Section A: | Executive Summary | /5 |
|  | Section B: | Grant Project Goals and Budget Narrative | /5 |
|  | Section C: | Research-based Program/Comprehensive Design Aligned with Standards | /7 |
|  | Section D: | Educationally Disadvantaged Students | /20 |
|  | Section E: | Staffing and Professional Development | /5 |
|  | Section F: | Accountability and Accreditation | /2 |
|  | Section G: | Board Capacity and Continued Operation | /2 |
|  | Section H: | Parent/Community Involvement, Networking and External Support | /4 |
| **Focused Programming Total:** | | | **/50** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Part III:** | **Appendices** | | No Points |
|  | Appendix A: | Charter School Enrollment Policy |  |
|  | Appendix B: | CCSP Grant Budget |  |
|  | Appendix C: | Charter School Annual Budget |  |
|  | Appendix D: | Technology Plan (if requesting funds) |  |
|  | Appendix E: | Minor Facility Repair Plan |  |
|  | Appendix F: | Transportation Plan |  |
|  | Appendix G: | Library Development Plan (if requesting funds) |  |
|  | Appendix H: | Professional Development Plan |  |
|  | Appendix I: | Performance Management Plan |  |
|  | Appendix J: | Waivers Sought |  |
|  | Appendix K: | Technical Assistance Proposal - 2 Year (if applicable) |  |
|  | Appendix L: | Technical Assistance Proposal - 3 Year (if applicable) |  |
|  | Appendix M: | Disclosure Information |  |
|  | Appendix N: | School Performance Framework Documents |  |

**GENERAL COMMENTS:** Please indicate support for scoring by including overall strengths and weaknesses. These comments will be provided to applicants with their final scores.

**Strengths:**



**Weaknesses:**



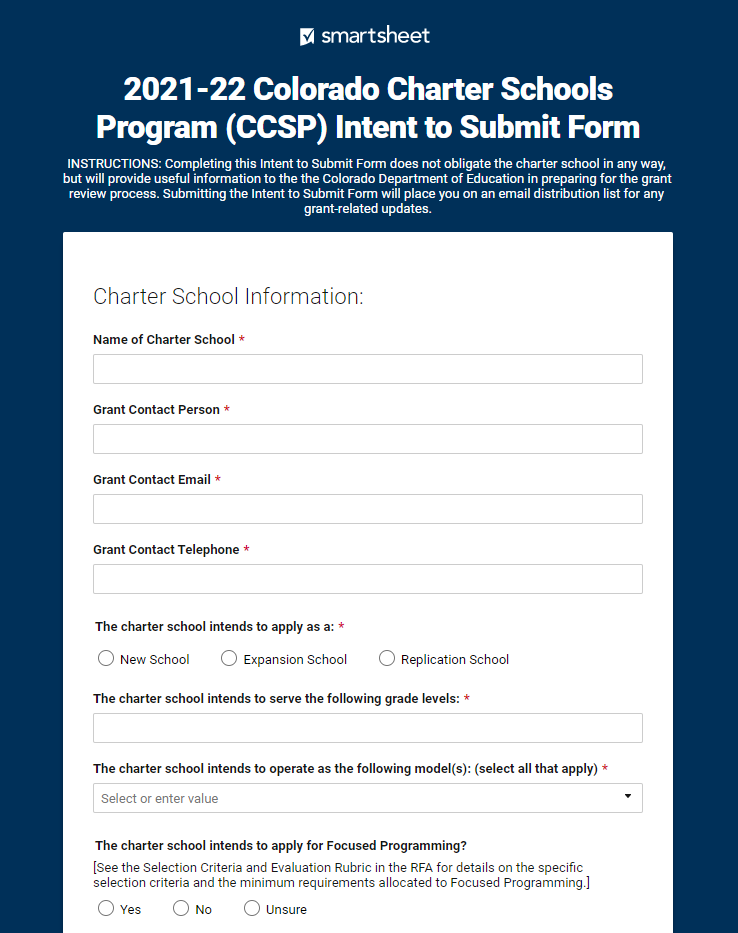
**Required Changes:**

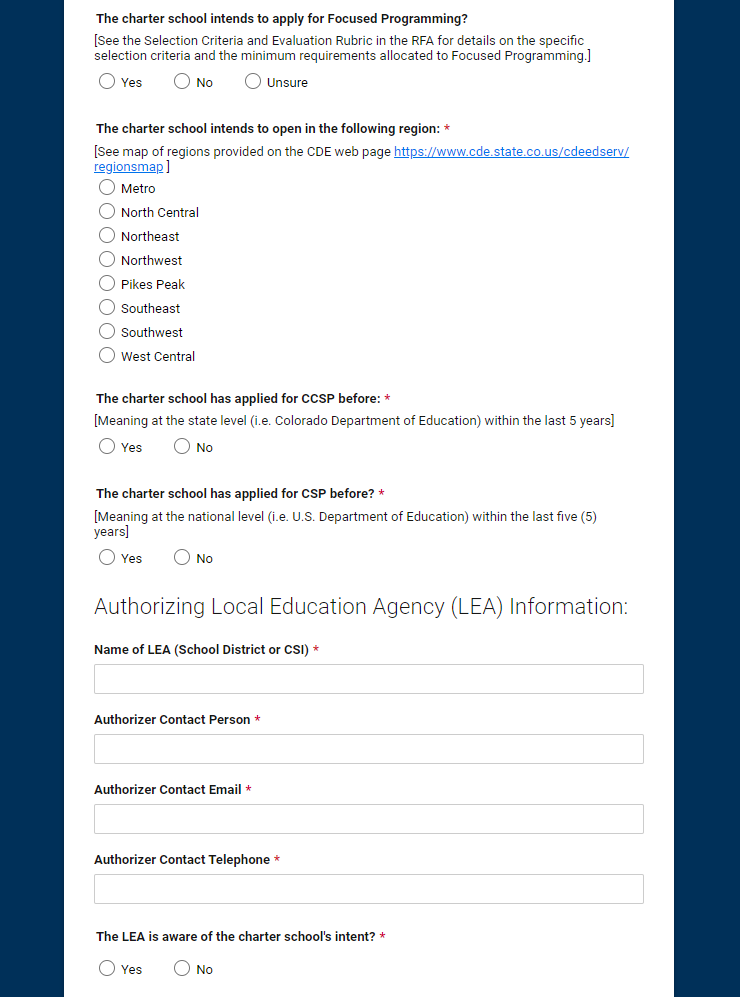


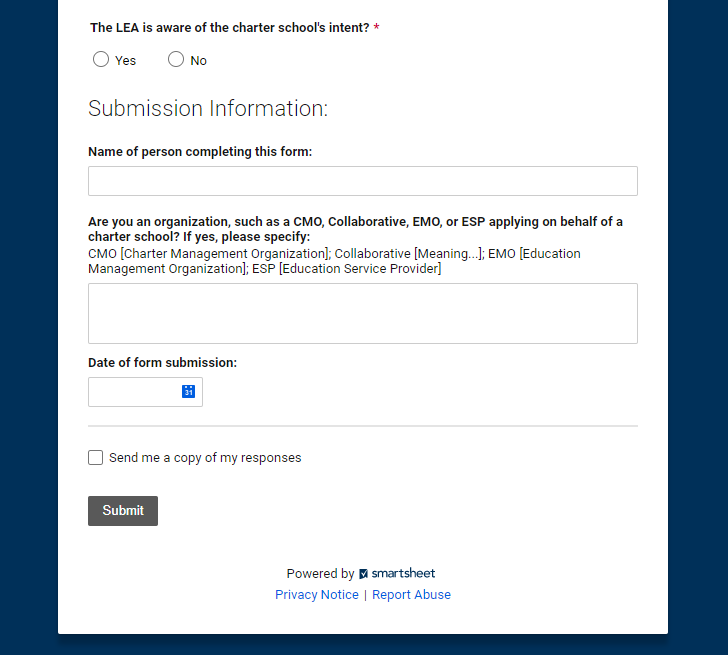
|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **RECOMMENDATION:** | Funded |  |  | Funded with Changes |  |  | Not Funded |  |

# Letter of Intent

The Letter of Intent to apply for the Colorado Charter Schools Program (CCSP) Grant is due **Thursday, August 26, 2021, by 11:59 PM**. Submit online via Smartsheet at: <https://app.smartsheet.com/b/form/0f84922f796c473f9b4a5c6c460eae1b>.

**Below is a screenshot of the information requested in the Letter of Intent:**





**Colorado Charter Schools Program Grant**

Replication or Expansion Applicant

# Eligibility Form

Due to [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) and [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us) by **11:59 PM on** **Thursday, September 2, 2021**.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Charter School Contact Information** | | | | | | | | | | | | | | | | | | | |
| **School Name:** | | |  | | | | | | | | | | | | | | | | |
| **Contact Person:** | | |  | | | | | | | | **Title:** | |  | | | | | | |
| **Telephone:** | | |  | | | | | | | | **Email:** | |  | | | | | | |
| **Authorizing Local Education Agency (LEA)** | | | | | | | | | | | | | | | | | | | |
| School District Charter School Institute | | | | | | | | | | | | | | | | | | | |
| **Geographic District Name:** | | | | | |  | | | | | | | | | | | | | |
| **Origin of New Charter School**  (check all that apply) | | | | | | | | | | | | | | | | | | | |
| Grassroots Start-Up (*no affiliation*)  Conversion  Mandatory, Public School as part of a turnaround plan  Mandatory, by order of State Review Panel/State Board of Education  Voluntary Public School  Private School  Non-public, home-based Educational Program Conversion  Expansion (*no affiliation*)  Additional school grades  Additional school sites  Replication (*no affiliation*) | | | | | | | | | | Affiliated Replication (P*lease attach a copy of the proposed performance agreement if the outside organization will be managing the school*)  Collaborative  CMO (Charter Management Organization)  EMO (Education Management Organization)  ESP (Education Service Provider)  Network *[as defined by CO statute]*  New  Already operating additional schools  Other: (Name and e*xplain why the school does not fall under any other category*) | | | | | | | | | |
| **Charter Contract Status**  (check all that apply) | | | | | | | | | | | | | | | | | | | |
| Approved charter application.  Grade levels approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Charter application submitted, but not yet approved.  Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Will submit charter application on the following date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Renewal application submitted for replication or expansion, but not yet approved.  Date submitted: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Replication or expansion application already approved.  Date approved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  We have a fully executed, signed charter contract covering the grades & location for this application  Date executed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  We do not yet have an executed, signed charter contract.  Projected date of contract: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | | | | | | | | | | |
| Year School Started/Will Start: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | Year Charter Expires/Will Expire: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | | | | |
| **Charter School Enrollment Projections** | | | | | | | | | | | | | | | | | | | |
| **2020-21** | Pre-K: | | | **K-12 Total:** | | | | Grades K-5: | | | | | | Grades 6-8: | | | | | Grades 9-12: |
| **2021-22** | Pre-K: | | | **K-12 Total:** | | | | Grades K-5: | | | | | | Grades 6-8: | | | | | Grades 9-12: |
| **2022-23** | Pre-K: | | | **K-12 Total:** | | | | Grades K-5: | | | | | | Grades 6-8: | | | | | Grades 9-12: |
| **2023-24** | Pre-K: | | | **K-12 Total:** | | | | Grades K-5: | | | | | | Grades 6-8: | | | | | Grades 9-12: |
| **2024-25** | Pre-K: | | | **K-12 Total:** | | | | Grades K-5: | | | | | | Grades 6-8: | | | | | Grades 9-12: |
| **Charter School Autonomy**  Briefly describe how this charter school will operate autonomously from the authorizer | | | | | | | | | | | | | | | | | | | |
| Specifically address the following:   * Financial decision-making and business operations * Services purchased from the district or a third party * Charter school governing board members are not associated with the school district or an outside vendor/management organization (CMO/EMO/ESP) * Legal independence | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Steering Committee and/or Governing Board Members**  For each person, please include name, email, role on the board (e.g., community member, parent), board title (e.g., president, secretary, treasurer, etc.), and areas of expertise | | | | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | | | | |
| **Lottery and Enrollment Policy**  Please attach the proposed lottery and enrollment policy for the school for pre-authorization | | | | | | | | | | | | | | | | | | | |
| The following elements must be addressed within the policy:   * How the community was/will be notified of the charter school’s opening * The date of the first, and thereafter annual, lottery * The charter school’s definition of founding family and the percentage of students to be enrolled as children of founding families * The charter school’s definition of staff and the percentage of students to be enrolled as children of staff members * The processes and procedures that will guide how the lottery will be conducted * Which students will be given priority and/or guaranteed enrollment * Proposed weights to be used for educationally disadvantaged groups | | | | | | | | | | | | | | | | | | | |
| **Previous Grant Information**  The following information will be verified by CDE and considered in the eligibility and funding decisions: | | | | | | | | | | | | | | | | | | | |
| Has the applicant and/or any of its affiliates previously received a Charter Schools Program grant, either through CDE or direct from the federal program within the last 5 years? | | | | | | | | | | | | | | | | | Yes  No | | |
| If previously funded, were funds expended in a timely manner? | | | | | | | | | | | | | | | | | Yes  No | | |
| If previously funded, were all programmatic expectations fulfilled? | | | | | | | | | | | | | | | | | Yes  No | | |
| If previously funded, were any unspent funds reverted back to CDE? | | | | | | | | | | | | | | | | | Yes  No | | |
| If previously funded, were any misused funds returned to CDE? | | | | | | | | | | | | | | | | | Yes  No | | |
| **If *previously funded*, please enter the school or campus name, funding year(s), and award amount(s):** | | | | | | | | | | | | | | | | | | | |
| School/Campus Name: | | | | |  | | | | | | | | | | | | | | |
| Award Year(s): | | | | |  | | | | | | Total Amount: | | | |  | | | | |
| School/Campus Name: | | | | |  | | | | | | | | | | | | | | |
| Award Year(s): | | | | |  | | | | | | Total Amount: | | | | |  | | | |
| School/Campus Name: | | | | |  | | | | | | | | | | | | | | |
| Award Year(s): | | | | |  | | | | | | Total Amount: | | | | |  | | | |
| **Previous Performance Information**  The following information will be verified by CDE and considered in the eligibility and funding decisions: | | | | | | | | | | | | | | | | | | | |
| In the fields below, please enter the previous academic performance data for each applicable year to demonstrate evidence of meeting the federal definition of a “high-quality charter school” as reported in the most recent School Performance Framework (SPF) data relevant to the years revealed.  ***NOTE 1:*** *For schools that have not had CMAS-tested students for the full 4-year data period below (i.e., Elementary Schools) substitution of normed/standards-based interim assessments (such as READ Act assessments, School Readiness assessments, NWEA MAP, etc.) may be used for years that CMAS-data was not yet available. If substituting, please note the measure/metric being used.*  ***NOTE 2:*** *Provide additional copies of the below sections for each campus serving as the basis of the replication or expansion.* | | | | | | | | | | | | | | | | | | | |
| **School Performance Framework (SPF)** | | | | | | | | | | | | | | | | | | | |
| ***Overall Rating*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| **Academic Growth: CMAS English Language Arts, Median Growth Percentile (MGP)** | | | | | | | | | | | | | | | | | | | |
| ***All Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***English Learners*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***FARM-eligible*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***Minority Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***Students with Disabilities*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| **Academic Growth: CMAS Math, Median Growth Percentile (MGP)** | | | | | | | | | | | | | | | | | | | |
| ***All Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***English Learners*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***FARM-eligible*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***Minority Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***Students with Disabilities*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| **Academic Growth: English Language Proficiency, Median Growth Percentile (MGP)** | | | | | | | | | | | | | | | | | | | |
| ***All Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| **Academic Achievement: CMAS English Language Arts, Percentile Rank** | | | | | | | | | | | | | | | | | | | |
| ***All Students*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***English Learners*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |
| ***FARM-eligible*** | | 2016-17: | | | | | 2017-18: | | | | | 2018-19: | | | | | | 2019-20: | |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | | | | | | | | | | | | | | | | |

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| ***Minority Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Students with Disabilities*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| **Academic Achievement: CMAS Math, Percentile Rank** | | | | |
| ***All Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***English Learners*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***FARM-eligible*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Minority Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Students with Disabilities*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| **Academic Achievement: CMAS Science, Percentile Rank** | | | | |
| ***All Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***English Learners*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***FARM-eligible*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Minority Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |

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| ***Students with Disabilities*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| **Graduation Rate: Best Rate (4yr, 5yr, 6yr, 7yr) and Rate (%)** | | | | |
| ***All Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***English Learners*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***FARM-eligible*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Minority Students*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| ***Students with Disabilities*** | 2016-17: | 2017-18: | 2018-19: | 2019-20: |
| Performance trend direction:  Upward  Downward  Inconsistent  Steady, Meets Expectations  Steady, Not Meeting Expectations | | | | |
| **Conversion Schools**  If applicable, explain how this charter school will be significantly different from the previous school/program. Provide information on personnel, curriculum, school day, school year calendar, business operations, philosophical changes, and any other changes that make this a “new” school. Enter “N/A” in the space below if not applicable. | | | | |
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| **Replication Schools**  If applicable, provide an explanation of how the proposed new campus will meet the federal definitions of “replicate” and “high-quality charter school.” | | | | |
|  | | | | |
| **Expansion Projects**  If applicable, provide an explanation of how the applicant will meet the federal definitions of “expand” and “high-quality charter school,” and identify how the scope of the proposed expansion goes beyond the scope and activities carried out under any previous CSP grant(s). Include grade levels and enrollment numbers in the initial charter contract, current grade levels, and additional grade levels and/or student capacity that would be added under this application. | | | | |
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**Note:** If grant is approved, funding will not be awarded until a contract between the school and authorizer has been signed and executed. Submission of the signed charter contract must be provided prior to funding being released. For schools affiliated with a CMO, Collaborative, EMO, or ESP, submission of a signed service agreement must be provided prior to funding being released.

# Selection Criteria and Evaluation Rubric – Replication/Expansion Applicant

Part I: Application Introduction (No Points)

Cover Pages and Assurances: Complete applicant information and program assurances and include as the first pages of the application.

Part II: Narrative (150 Points)

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, applicants must score at least **95** points out of the possible base of 130 points, and all required parts must be addressed. Priority points will be applied after an applicant has met this initial fundable level, allowing for a total possible score of 150 points. Applications that score **125** points or above will be approved as high scoring and receive greater funding. Applications that score below 95 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required part within the narrative will not be funded without revisions, even if the overall score of the application is above 95 (though this will not apply to the priority points parts of each section). If more schools meet the criteria to be funded than there are funds available, applications will be ranked to make final decisions about which schools are funded.

Focused Programming Awards will be made to applicants which have identified and designed school models that target specific underserved student populations to expand their opportunities. Applicants choosing to apply for focused programming must indicate **one area of intentional focus program type** on the Cover Page and address all other of the following areas that apply to their anticipated student population: Educationally Disadvantaged (Special Education, English Language Learners, Economically Disadvantaged), High Mobility groups (such as foster, homeless and Alternative Education Campus (AEC)/Credit Recovery students), Rural students, and High School students (including programs and pathways) within the existing narrative structure.

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| **Section A: Executive Summary**  Briefly introduce the reader to your school, including a summary of your school’s vision & mission, organizational structure, educational program, community need, and expected outcomes. What does this school want to accomplish, and why is that important to the community you intend to serve? How your school will ensure all students are ready for college and/or living-wage jobs? Identify the grant project goals and begin to explain how they will support your planning and implementation of the replication/expansion project. Also, describe who is planning this school. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Proposal clearly explains why the replication or expansion school should open at this time and in the geographic area and community in which it is planned for the school to serve, including the following:    1. Identifies the needs of the community to be served by the replication/expansion project in terms of demographics, the range of educational options currently available, and range of performance outcomes typically seen, and comparison to your organization’s existing student demographic.    2. Identifies the number of additional students to be served through the replication/expansion project in relation to the organization’s existing student enrollment.    3. Describes the planning team’s vision and mission for the replicated/expanded school, including academic program and culture, and how this will uniquely meet the needs of the community.    4. Identifies how the school(s) serving as the basis for this replication/expansion meet the federal definition of “high-quality charter school” (ie. demonstrate evidence of strong academic results, including strong academic growth and graduation rates (where applicable) for all students and student subgroups served by the charter school(s).    5. Explains the expected outcomes this school will ensure so that students at the replication/expansion campus will be successful in current and future postsecondary and workforce environments.    6. Briefly identifies the grant project goals (which are the focus of Section B.) and explain briefly how they support the school in meeting the education needs of the community. | 0 | 2 | 3 | 4 |  |
| 1. Describes the current organization’s structure and governance, including any new founders specifically involved in the replication/expansion project, including:    1. Identifies founders/board members and key leaders in the organizational structure, and briefly outlines their role(s) in the proposed replication or expansion.    2. Briefly describes the relevant experience/expertise that equips each of them to support this school community impacted by the replication/expansion. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
| Priority Points | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The combined vision/mission of the school presents compelling or innovative ideas about how the school will ensure ALL students at the replication/expansion campus are Ready for College and/or Living-Wage Jobs, for example through one or more of the following:    1. Early and/or integrated use of Individual Career and Academic Plans (ICAP) to increase student awareness of seamless pathways and opportunities beyond high school    2. Multiple graduation pathways that engage and re-engage students and result in high expectations for graduation that meet/exceed state Graduation Guidelines.    3. For elementary and middle schools, integrated inclusion of intentional activities and practices that encourage age-appropriate development of specific skills and predispositions related to postsecondary and workforce readiness (PWR). | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Priority Points Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| **Focused Programming** | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The intended focus of the replication/expansion campus is demonstrated by:    1. The targeted student population need clearly drives the mission and vision of the school design.    2. The proposed program presents compelling, innovative, and actionable means by which to meet the unique needs of the target student population. | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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| **Section B: Grant Project Goals and Budget Narrative**  Identify 3-5 grant project goals and justify each goal in terms of its value in supporting the planning and implementation of your proposed replication/expansion project. All grant spending, including future revisions to your budget and any extended Year 3 Implementation Performance Award, must fit clearly within one of your stated project goals. Please include a narrative of proposed expenditures for each grant project goal, along with a table that includes the proposed budget items and corresponding grant year (i.e., “Year 0 Planning”, “Year 1 Implementation” and “Year 2 Implementation”). See criteria below regarding the kinds of goals required and allowed in the grant program and the details to provide. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Each grant project goal has a justified purpose that supports the replication/expansion project in reaching the school performance goals (those identified in school’s charter contract and to be placed in the Unified Improvement Plan).    1. Each grant project goal aligns with the vision and mission of the replication/expansion project (academic program and description of culture).    2. Completed electronic and printed copies of Appendix B: CCSP Grant Budget template, and the grant project goals and expenditures in that budget align with the budget narrative. | 0 | 2 | 4 | 6 |  |
| 1. Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, including:    1. Provides clear measures and metrics for each goal.    2. At least one grant project goal addresses Colorado Academic Standards as evaluated by *performance* on Colorado Measures of Academic Success (CMAS) for EACH core subject (English Language Arts, math, science, social studies, and English Language Proficiency), as well as *growth* for English Language Arts and math.  * Please be sure to describe the interim measures by which can be measured while under the grant.   1. At least one grant project goal addresses postsecondary and workforce readiness (PWR) irrespective of the grade level served.   2. At least one grant project goal addresses professional development of board and staff members to ensure sustainable implementation of the academic program and school operations for the expansion/replication campus.   3. For applicants seeking to utilize CCSP grant funds for transportation-related expenditures, at least one grant project goal addresses these transportation activities (if applicable). | 0 | 2 | 4 | 6 |  |
| 1. The application demonstrates through a clear and comprehensive plan the operational and financial capability to manage the successful and sustainable implementation of the proposed expansion/replication activities, and addresses the following:    1. Expenditures identified for each grant project goal are realistic and feasible for accomplishing the goal.    2. The completed CCSP Budget Template (Appendix B), and the grant project goals and expenditures in that budget, align with what is presented in the budget narrative.    3. A strong plan for project implementation that includes key personnel and target dates for completion of activities and purchasing has been presented through the budget narrative and CCSP Budget Template detail. | 0 | 1 | 2 | 3 |  |
| 1. The budget narrative is compliant with the federal regulations (EDGAR, OMB) and Nonregulatory Guidance for this grant program.    1. Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.    2. Costs provided for budgeted line items are reasonable and appropriately align to one or more of the activities outlined in ESEA § 4303 (h) (see “Use of Funds” above).    3. Budget does not include facility construction (other than necessary compliance-related renovations and minor repairs identified in Appendix E: Minor Facility Repair Plan), extended salaries (more than two people more than three months FTE solely dedicated to the expansion/replication project in Year 0 Planning only), or unreasonable recruiting (reasonable during planning stage, tapered in Year 1 Implementation and none in Year 2 Implementation.    4. Budget supplements, not supplants, state and local funding, and grant budget is focused solely on the purpose and goals of this federal CSP sub-grant proposal.    5. Budget does not include recurring costs once per pupil revenue or another designated revenue is available for those items.    6. Budget does not include items that will be utilized by grade levels or student groups not intended to be covered by the grant, e.g., pre-K (unless a waiver is secured), previously-existing student campuses, cohorts, or grade levels not authorized in the charter contract/grant proposal.    7. Each line in the budget narrative fits within an identified grant project goal.    8. If seeking related funds, Appendix D: Technology Plan, Appendix E: Minor Facility Repair Plan, and/or Appendix G: Library Development Plan are included and complete.    9. If seeking related funds, Appendix F: Transportation Plan is included and complete. The applicant demonstrates that the total annual CCSP expenses does not exceed 25 percent of the requested annual grant amount and the primary goals of the grant application will not be compromised based on transportation-related expenditures. | 0 | 2 | 4 | 6 |  |
| 1. The budget narrative addresses the following:    1. Budget explains how the applicant charter school is seeking and/or has received additional grant funding for planning, implementation, or operational costs associated with this expansion/replication project through any other sources outside the CCSP grant.    2. Describes how the applicant charter school will ensure management and finances will remain separate from other grants and revenue sources. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| **Focused Programming** | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. At least one of the grant project goals specifically addresses the unique needs of this student population. | 0 | 1 | 2 | 3 |  |
| 1. The proposed grant budget adequately incorporates appropriate resources that are aligned to the efforts identified throughout the application (e.g., PD, Curriculum selection, supplies, etc.) to address the specific and accompanying needs of the identified student population at the replication/expansion campus. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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| **Section C: Research-based Program/Comprehensive Design Aligned with Standards**  Fully ***describe and justify*** the design of the academic program in terms of the educational philosophy, research base, instructional practices, and curriculum that will be utilized to meet the replication/expansion campus’s performance objectives. Be sure to include key design elements, rationale for the selection of this education model, references supporting its validity and alignment to the Colorado Academic Standards, capacity to ensure ALL students are prepared for college and/or living-wage jobs, and how this program will produce strong outcomes for the unique community and student population that will be served by the replication/expansion project. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Justifies the core academic curriculum (content you intend to teach) for each content area, (including at minimum English Language Arts, math, science, social studies, English Language Proficiency) that will be utilized by students served by the replication/expansion project.    1. Identifies the key curriculum materials or approach to curriculum development.    2. Justifies the choice through the use of published research or data-based anecdotal information about previous implementation. For elements currently be utilized by your organization’s existing students/campuses, identify at least three years of corresponding outcomes for students at each campus.    3. Justifies the choice by explaining how you know that the plan for each content area meets or exceeds the Colorado Academic Standards.    4. Justifies the choice by explaining how the program has been reversed planned to establish grade-appropriate skills and abilities to ensure ALL students are on track to be prepared for college and/or living-wage jobs.    5. Justify the choice by explaining how it is a match for the anticipated demographic of students who will be served by the replication/expansion project. | 0 | 3 | 5 | 8 |  |
| 1. Explains key design elements of the educational model.    1. Identifies 1) well-articulated instructional methods (how you plan to teach/deliver the curriculum), 2) school culture and classroom design, 3) behavioral expectations, 4) enrichment program, 5) electives, and 6) other relevant factors that will impact classroom instruction, explaining how these practices complement curriculum decisions and design.    2. Identifies what of these design elements has been previously utilized with your organization’s existing students/campuses, and the corresponding impact these have made on academic and non-academic outcomes.    3. Consistent with definition of a charter school in ESEA §4310, the school justifies how key design elements have been chosen to utilize the autonomies and flexibilities granted to charter schools under state statute to create a program that meets the unique needs of the school’s anticipated demographic.    4. The identified key design elements of the academic model and school culture are well-defined, realistic, compelling, and clearly aligned to the school’s mission and vision. | 0 | 3 | 5 | 8 |  |
| 1. Explains how teachers will use a range of data and varied strategies to support individual learners.    1. Explains how you will use classroom and/or standardized assessments to determine the needs of individual students ongoing and to drive and differentiate instruction. Include how you will leverage data to inform equitable disciplinary system.    2. Identify the range of differentiation and intervention structures (Response to Intervention, RtI, and Multi-Tiered System of Supports, MTSS), tools, and approaches in the school’s design and explain how teachers will use these systems to respond to the needs of individual students. | 0 | 2 | 4 | 6 |  |
| 1. Identifies how technology will be utilized within the school’s instructional delivery and assessment.    1. Describes the plan for technology (hardware, software, access) to be utilized by students and in classroom instruction    2. A sound strategy is in place for leveraging technology infrastructure effectively.    3. Appendix D: Technology Plan sufficiently addresses assessment needs.    4. Justifies the technology plan in terms of suitability for the educational model and academic program. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
| Priority Points | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Demonstrates a deep understanding of postsecondary and workforce readiness, including scaffolding from grades K to 12, through intentional design of the academic program to align with and achieve PWR indictors, Graduation Guidelines, graduation pathways, and/or use of ICAP. | 0 | 1 | 1 | 2 |  |
| 1. Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research, Evidence-Based Intervention strategies, and/or well-developed logical argument. | 0 | 1 | 1 | 2 |  |
| 1. Demonstrates integration and/or implementation of one or more “promising practices” recognized by CDE or another educational agency or research organization/institution. (points assigned based on scale of integration). | 0 | 2 | 3 | 4 |  |
| 1. The education program identified includes an integrated Multi-Tiered System of Supports that includes evidence-based intervention strategies to effectively provide high-quality, prevention-based, layered supports to ensure academic and behavioral outcomes for every student. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Priority Points Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| 1. The school clearly explains the standards-based curriculum selection is proven to be academically and culturally responsive to successfully address the identified needs for this specific student population of this replication/expansion project, as well, as any associated electives, programs or pathways. | 0 | 1 | 1 | 2 |  |
| 1. The school demonstrates intentional efforts to foster a positive school climate which promotes an inclusive culture and well-being. | 0 | 1 | 1 | 2 |  |
| 1. The school identifies classroom supports and the use of a positive behavior/discipline policy that promotes retention and considers a:    1. reduction in the overuse of discipline practices that remove students from the classroom,    2. responsive and/or restorative disciplinary approach,    3. minimalization of disciplinary gaps based on gender, race, and ability. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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| **Section D: Educationally Disadvantaged Students**  Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan to offer a continuum of services for all types of students that will be served through the replication/expansion project, including those that are educationally disadvantaged students (such as low-income, special education, English learners, homeless, migrant and other at-risk students) and gifted and talented students to ensure they leave the school on track to be ready for college and/or living-wage jobs. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Explains the school’s current projections of educationally disadvantaged students and other at-risk (rural, high-mobility, etc.) populations to be served by the replication/expansion project.    1. Describes what the school is doing and will continue to do to reach out to each category of educationally disadvantaged students and their families (including any plan to utilize a weighted lottery) for enrollment at the replication/expansion campus and ongoing support.    2. Based on the demographics in the area in which the replication/expansion is planned, and results of outreach efforts to date, provides a realistic projection for each category of educationally disadvantaged students that will be served by the replication/expansion project. | 0 | 1 | 1 | 2 |  |
| 1. Justifies the design of the school’s programs, interventions, and/or plans to support educationally disadvantaged (including exceptional students, low-income students, English learners, homeless, and neglected and delinquent), rural, and/or high-mobility students.    1. Describes the needs of the school’s prospective educationally disadvantaged and at-risk students to be served at the replication/expansion campus.    2. Evidence-based strategies are described that meet these needs, comply with state and federal requirements for each educationally disadvantaged category, and prepare students for postsecondary and workforce success.    3. Explains how the school will ensure appropriately trained staff for these programs    4. Accurately identifies eligibility for Title and IDEA funds and describe plans for such funding (if applicable).    5. The school’s operating budget contains sufficient resources to successfully carry out the strategies and programs for educationally disadvantaged and at-risk students. | 0 | 2 | 4 | 6 |  |
| 1. The identified programming for the replication/expansion campus addresses requirements of part B of the Individuals with Disabilities Education Act, by demonstrating:    1. an understanding of the legal requirements of IDEA and Free Appropriate Public Education (FAPE) in a Least Restrictive Environment (LRE),    2. sufficient and qualified staffing to meet the needs of the anticipated student demographic and range of supports required,    3. appropriate processes for identification (including Individual Education Planning, IEP), service provision, transition services, and progress reporting,    4. meaningful access to the curriculum will be ensured. | 0 | 1 | 2 | 3 |  |
| 1. Identifies how the transportation needs of students to be served by the replication/expansion project, particularly educationally disadvantaged students, will be met.    1. Includes a description of anticipated transportation expenditures and how the school will work with the district and CDE to ensure compliance with federal, state, and district transportation requirements.    2. Includes a complete Appendix F: Transportation Plan. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
| Priority Points | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research, Evidence-Based Intervention strategies, and/or well-developed logical argument | 0 | 1 | 1 | 2 |  |
| 1. There is a strong emphasis in this section on meeting the unique needs of every students that weaves throughout the application, the stated vision/mission and grant project goals for this school.    1. The school’s location and/or outreach efforts demonstrate intention to meet or exceed a representative population for one or more of these specific student groups.    2. A weighted lottery policy calibrated to help ensure the school meets or exceeds a representative population of educationally disadvantaged students. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Priority Points Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| **Focused Programming** | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The school realistically explains how the design of this program targets the specific needs and identified educational barriers of this student population. | 0 | 1 | 2 | 4 |  |
| 1. The school identifies a feasible, compliant, and sustainable plan that will meet the unique nutritional needs for the school’s projected student population. | 0 | 1 | 2 | 3 |  |
| 1. The school identifies (through the narrative and Appendix F: Transportation Plan) a feasible and compliant plan that will meet the unique transportation needs, including provision for field trips and participation in extracurricular activities, for the school’s projected student population. | 0 | 1 | 1 | 2 |  |
| 1. The school clearly demonstrates the use of Evidence-Based Interventions (EBI) in its program design consistent with proven research to successfully address the identified needs for target student population. | 0 | 1 | 2 | 4 |  |
| 1. The school adequately describes recruitment strategies that eliminate barriers and promote enrollment with respect to Educationally Disadvantaged within its recruitment plan and enrollment policy. | 0 | 1 | 2 | 3 |  |

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| **Section E: Staffing and Professional Development**  Provide an executive summary of the school’s staffing structure for the replication/expansion project in relation to the organization’s existing staff/structure and professional development plans for staff that will serve the replicated campus or expanded student population (the full Professional Development Plan should be described in Appendix H). | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Provides a brief summary of the school’s staffing plan that identifies new staff that will be hired as part of the replication/expansion project, as well as how duties of any current staff might be adjusted or expanded to serve the students of the replication/expansion project.    1. Outlines a feasible staffing structure that can reasonably deliver the educational model and other services outlined.    2. Identifies steps that will be taken to ensure recruitment and selection of outstanding staff, including a high-quality school leadership structure with the capacity to serve the replication/expansion students without impacting the success of existing students/campuses.    3. The staff recruitment plan is sufficiently sound to achieve the replication/expansion project successfully, and incorporates strategies that demonstrates the school’s ability to attract, recruit, and develop top talent. | 0 | 1 | 1 | 2 |  |
| 1. Provides an executive summary of the plan for professional development (PD) for new and existing staff that will be supporting the replication campus or expanded student body.    1. Ensure that all members of the school team have been included: board, leadership, teachers, and other staff.    2. Identifies and explains the rationale for the goals of the PD plan in terms of the proposed educational program, vision, and mission.    3. Explains what activities will be used to achieve the goals of the PD plan.    4. Includes plans for sufficient support to teachers (through PD, coaching, and other feedback/support) to ensure the educational model will be implemented with fidelity across all grade levels.    5. Includes plans to train staff on technology included in the Technology Plan.    6. Sufficient funds are budgeted for the identified professional development activities in the grant budget and/or operating budget. | 0 | 1 | 3 | 5 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
| Priority Points | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The staffing and professional development plan presented is supported, explained, and justified with strong evidence in the form of accurately cited research, Evidence-Based Intervention strategies, and/or well-developed logical argument. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Priority Points Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| 1. The school articulates a teacher recruitment plan that clearly addresses teacher support needs and retention strategies associated with challenges created by working with the targeted student population and/or situational circumstances. | 0 | 1 | 1 | 2 |  |
| 1. The school justifies how its support to teachers (through PD, coaching, and other evidence-based feedback/support) specifically prepares them to address the diverse learning needs of the specific student groups so that all students can meet high expectations. | 0 | 1 | 2 | 3 |  |
| 1. The staffing plan identifies the appropriate resource and teacher/student ratio needs, skills sets, and expertise necessary to address the uniques needs and programming for the targeted student population. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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| **Section F: Accountability and Accreditation**  As an independently governed public school, charters need to ensure plans, systems, and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section, persuade the reader that your school will have rigorous performance goals and adequate oversight to ensure quality implementation, operation, and accountability. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Articulates a School Accountability Committee (SAC) plan that aligns with statute and clearly fits into the school’s overall governance structure.    1. Describes the SAC pursuant to C.R.S. 22-11-401 & 402, including its purpose, structure, and function.    2. Explains how the SAC relates to the school leader, parent and teacher organization, governing board, and other leadership and input structures. | 0 | 1 | 1 | 2 |  |
| 1. Explains the rationale for a comprehensive set of performance goals and measures for the replicated campus or expansion students.    1. Clearly states each performance goal related to CMAS proficiency and growth for all students and for student subsets, other standardized measures of proficiency or growth (including local and interim assessments), Postsecondary and Workforce Readiness (PWR, for schools serving high school grades), and any other school performance measures identified in your charter application or contract. (Include Colorado SAT if planning for a high school.)    2. Identifies other performance goals and measures of importance to the school, based on the school’s mission and educational model.    3. Justifies why these goals are appropriately rigorous for the target population to ensure all students graduate ready for college and/or living-wage jobs, and prepared to be productive citizens of Colorado.    4. Goals and measures meet minimum state expectations, including those outlined on the School Performance Framework (SPF, Colorado’s federally-approved accountability framework under ESSA), ICAP, and Graduation Guidelines. | 0 | 1 | 3 | 5 |  |
| 1. A broad and thorough Performance Management plan exists for monitoring and reporting progress toward performance goals to the SAC, governing board, and community.    1. Identifies what data and information is (or will be) collected, how it will be analyzed, and by whom.    2. Identifies what data or information each group will receive.    3. Describes what systems and processes will be put in place to ensure performance of the existing students/campuses will not be negatively impacted during the implementation of the replication/expansion project.    4. Describes how each group will use the data and information they receive to monitor school performance in academic achievement and growth, discipline, safety, attendance, student/parent satisfaction, staff satisfaction, and financial accountability, including how data will be utilized to inform policy and management decisions for the school. | 0 | 1 | 2 | 4 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

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| **Focused Programming** | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The school clearly explains how progress of the specific student groups will be monitored and how the performance for focused programming will be reported to stakeholders. | 0 | 1 | 1 | 2 |  |
| 1. The school articulates a clear plan to promote regular school attendance and student retention to ensure a continuum of academic success. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
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| **Section G: Board Capacity & Governance Structure**  A competent, trained governing board is essential to the success of a public charter school. In this section the school will demonstrate how it has developed a strong governing board with a diverse set of skills that understands its own roles and responsibilities and has in place transition planning and ongoing professional development to maintain its strength going forward. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Justifies the composition and selection process for the governing board.    1. Explains how the composition and selection process ensures adequate expertise (including education, law, real estate, strategy, finance, management, and external relations) to perform board responsibilities and meets State Board rule requirements of “demonstrating diverse and necessary capabilities.” Any gaps in skills are identified and a plan exists to address them through recruiting additional board members or through acquiring training in specific areas.    2. The board selection and transition processes are outlined and ensure smooth and effective transition from a founding board to an operational board, including replacement of board members that seek employment at the school.    3. Explains how the composition ensures input from stakeholders. | 0 | 1 | 1 | 2 |  |
| 1. Clearly articulates the autonomy of the governing board from the authorizer and any educational service provider that is consistent with ESEA § 4310 (2). | 0 | 1 | 1 | 2 |  |
| 1. Provides evidence of strong board policies and procedures that guide its oversight of the school.    1. Outlines a comprehensive set of board roles and responsibilities, including how the board’s policies and procedures ensure monitoring of performance and academic, financial, operational, and legal compliance, including annual review of policies and completion of a Conflict of Interest form.    2. Articulates how the board has developed (or will develop) systems and expertise to manage oversight of additional campuses or increased student enrollment, including how its oversight processes been adjusted accordingly.    3. Details the onboarding and training already received by current board members, and additional training the board will receive, along with when and how they will receive that training.    4. Describes board’s transparency processes (sunshine law, Open Meetings, and financial transparency compliance). | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
| Priority Points | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. This section includes:    1. an explanation about how the make-up of the board was designed to support the mission and vision of the school.    2. evidence of board development in the areas of the school’s mission, vision, academic program, and understanding postsecondary and workforce readiness. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
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**Score the following criteria only for Focused Programming applicants**

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| 1. The school articulates how the board development plans will intentionally seek to understand the unique perspective and serve the needs of this target student population. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
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| **Section H: Parent/Community Involvement, Networking and External Support**  Deep parent and community engagement are cornerstones of Colorado’s charter school statute. Federal expectations also highlight the need to ensure broad-based stakeholder engagement that includes and engages prospective families and local community members, but also goes beyond this to establish powerful relationships with individuals and organizations that have the expertise they will need to replicate/expand and operate with quality. In this section, convince the reader of the vitality and long-term sustainability of both the existing school(s) and replication/expansion through demonstrating significant support from prospective parents, community members, and local organizations that indicates a dedication to developing and maintaining roots in the community. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Demonstrates significant planning and effort to meaningfully engage current and prospective families and community members on the implementation and operation of the replication/expansion project.    1. Describes the current level of parent engagement in both the existing school(s) and the replication/expanded campus, including meaningful consultation and communication with parents, community, and staff regarding the development of this CCSP application.    2. Documents a sound strategy is in place to secure interest and ensure engagement of community members, local partners, and other community or political support for the school, and identifies successes of this strategy thus far. Includes a description of effective parent, family, and community engagement strategies utilized by the school.    3. Describes the roles parents and community members may play in the school’s life and decision-making on an ongoing basis. | 0 | 1 | 2 | 4 |  |
| 1. Establishes a strong effective network of external support.    1. Identifies specific areas in which support is sought or has been secured (examples include: application process and procedures; governance; program planning; transition from planning to implementation; staff relations; establishing a business office; facilities; curriculum and assessment; college and career readiness; federally funded programs; programming for specific student groups; data-driven decision-making; etc.)    2. Identifies external partners who may provide support in the areas identified above.    3. Describes how staff will be engaged with these external partners, to help build the network of support available to the school(s). | 0 | 1 | 2 | 4 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

**Score the following criteria only for Focused Programming applicants**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Focused Programming** | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. The school describes how it intends to authentically engage and support parents/guardians to ensure greater equity and opportunities for student and parent success. | 0 | 1 | 1 | 2 |  |
| 1. The school describes how external partnerships have been established to work collaboratively toward addressing educational barriers and other issues of equity, access, and opportunity for the specific student groups. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section I: Business Capacity and Continued Operation**  As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial viability. One of the goals of the CCSP Grant is to enable charter schools’ access to funding early in their development/expansion so that they are able to establish a strong foundation on which to build a quality-learning environment. Emphasis is thus built into the grant to help a school transition through planning and implementation so that the school(s) may be fully sustainable on their per-pupil operating funds by the final year of the grant. In this section, explain your school’s plan to be compliant, strategic, and responsible with finances and business services, and how your school will sustain both financially and programmatically after grant funds end. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Ensures that finance policies and procedures address budgeting, processing and monitoring of revenue and expenses, cash flow management, and internal controls.    1. Identifies the office practices and policies already in place, those policies and practices that still need to be developed, and a timeline for developing them.    2. Describes the plan for completing annual independent audit requirements. | 0 | 1 | 2 | 3 |  |
| 1. Ensures financial viability.    1. Provides a 5-year operating budget that includes the replication/expansion project, as well as the organization as a whole, demonstrates both financial viability, sustainability, and autonomy (for the expanded campus(es) or both the existing campus(es) and replication campus) through conservative and sound financial assumptions (revenue growth, inflation, compensation, fundraising, etc.).    2. Provides a thorough description of the role the board plays in budget development and financial oversight.    3. Explains how the school will ensure that board members have the necessary knowledge to oversee the school’s finances.    4. Explains how the fiscal data system identified, or in place, meets your school’s needs.    5. Explains how the school has secured (or will secure) experienced and qualified personnel to conduct business and financial services and describes their roles. | 0 | 1 | 3 | 5 |  |
| 1. Ensures ability to execute the CCSP grant.    1. School has sufficient cash on hand, or a reasonable plan to acquire it, to front initial grant spending until reimbursed.    2. Demonstrates an understanding of fiscal compliance with “Uniform Guidance” for federal grants, including the requirement to ensure sound fiscal practices are in place from inception.    3. Justifies the capabilities and capacity of the board to execute its expansion/replication school successfully. | 0 | 1 | 3 | 5 |  |
| 1. Demonstrates how the school will develop internal business management capacity to ensure continued quality implementation and operation after the grant expires.    1. Demonstrates existing &/or planned internal business management staff, including a timeline for how any contracted business services will transition to the primary responsibility of internal staff.    2. Provides a sound plan to sustain efforts and institutionalize practice begun under the grant project goals after the grant expires.    3. Explains how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices. | 0 | 1 | 2 | 4 |  |
| 1. Ensures continued quality implementation and operation after the grant expires.    1. Notes which federal title funds the charter school will be receiving for the replication/expansion campus and how the plan for use of those funds (e.g., the Consolidated Grant Application) was developed in conjunction with the authorizer.    2. The enrollment goals for each year through final expansion are reasonable and supported by credible data and Intent to Enroll forms.    3. Demonstrates ongoing demand with a waiting list or list of interested families sufficient to justify the budget and achieve the replication/expansion project’s opening and growth plan.    4. Demonstrates financial health through actual and/or projected cash reserves suitable to its age/size. | 0 | 1 | 2 | 4 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section J: Facilities**  Whether renting, purchasing, or using a district facility, charter schools need to plan to ensure their facility/ies will be safe and ready when they open -- and that they have a facility plan that is financially sustainable. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Justifies the school’s choice of facility that will be utilized for the replication/expansion.    1. A viable facility is secured, or a reasonable timeline is identified for acquiring, developing, remodeling, and equipping a viable facility.    2. Justifies the safety and appropriateness of the facility in terms of student numbers and demographics, general quality of facility, and specific needs of the educational model and academic program. | 0 | 1 | 1 | 4 |  |
| 1. Justifies the facility plan for the replication/expansion.    1. Demonstrates that the school, at a reasonable student enrollment projection, can cover the initial cost of making the building ready for students. If applicable, identify if and how CCSP grant funds will be utilized to assist with costs to make necessary compliance-related renovations and minor repairs to facilities in advance of students’ arrival.    2. Budgeted facility costs represent a reasonable and appropriate projection based on current market availability.    3. Demonstrates that the facility plan is financially viable, both initially and beyond the first few years of operation. | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section K: Technical Assistance**  CDE Schools of Choice requires and provides a significant amount of technical assistance to CCSP Sub-grantees. The purpose of this grant program and mission of CDE Schools of Choice is to promote quality growth within the charter sector in Colorado. The technical assistance offered and required is designed to promote quality practices among the school team that is implementing the grant, the governing board, the school administrator, and the business manager. | | | | | |
| Selection Criteria | **Minimally Addresses or does not meet criteria**  ***(information significantly incomplete or not provided)*** | **Meets some, but not all, identified criteria**  ***(requires additional clarification)*** | **Addresses criteria but did not provide thorough detail**  ***(adequate response, but not thoroughly developed response)*** | **Meets All Criteria with thorough detail**  ***(clear, concise, and well thought out response)*** | **Total** |
| 1. Technical assistance is selected to ensure some investment in each of the following areas for the replication/expansion campus: the team managing the grant, the governing board, the school administrator, and the business management of the school.    1. Rationale for selecting technical assistance is clear and sound.    2. Technical assistance is selected to best address gaps in expertise among those exissting and those newly-added as part of the replication/expansion project. | 0 | 1 | 1 | 2 |  |
| 1. The technical assistance proposal (Appendix I) is complete and included in the appendices (part III). | 0 | 0 | 0 | 1 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

Part III: Appendices (No Points)

Appendices are required (except where noted) but will not be scored. They are not included in the narrative’s page limit.

1. **Charter School Enrollment Policy**: Include lottery protocol and application form
2. **CCSP Grant Budget**: Excel spreadsheet, print sheets 2-4 for hard copies
3. **Charter School Operating Budget**: Include last audited financial statement (no more than 2 pages) and long-term budget showing five or more years
4. **Technology Plan**: If requesting funds for technology
5. **Minor Facility Repair Plan**: If requesting funds for minor facility repairs
6. **Transportation Plan**
7. **Library Development Plan**: If requesting funds for school or classroom-based library resources
8. **Professional Development** **Plan**
9. **Performance Management** **Plan**
10. **Waivers Sought**: List of statutes and their titles from which the charter school has been waived (this may be different than what was *requested*). Do not submit the entire waiver request; limit response to one page.
11. **Technical Assistance Proposal - 2 Year** (if applicable)
12. **Technical Assistance Proposal - 3 Year** (if applicable)
13. **Disclosure** **Information**
14. **School Performance Framework Documents**

# Appendix D: Technology Plan

Instructions

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

|  |  |
| --- | --- |
| **School Name:** |  |
| **School Technology Contact:**  (Name, Phone and Email) |  |
| **Authorizer Name:** |  |
| **Authorizer Technology Contact:** (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

School Introduction/Demographics

[Briefly describe the charter school community in terms of size, population, and concerns, as well as outline the authorizer’s and school’s core technology plan priorities.]

Vision

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

Goals

[List technology-related goals to be achieved for the two- or three-year grant period that take into consideration the following:

* Types of technology resources and how they will be used.
* How state and local assessment needs are met.
* Method(s) to fund technology purchases and training.
* Staff development and curriculum integration.
* Use of technology for teacher collaboration, as well as student collaboration.
* Partnerships and parent/community access to the technology.
* Be general, so as not to limit the technological options that may come available to you.]

Technology Policies

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

Action Plan

Collaboration

[List any technology partners you have (Boards of Cooperative Educational Services (BOCES), Adult Basic Education programs, other schools and libraries, Colorado Virtual Library, private business, etc.) and resources (people, time and/or money) they may share with you. List any partners in education you wish to develop and what resources they might have to offer.]

Technology Acquisition

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

Technology Integration into the Curriculum

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

Staff Development

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

Resources

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

Funding Sources

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

Evaluations

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

# Appendix E: Minor Facility Repair Plan

Background

|  |
| --- |
| Under ESSA (ESEA §4303 (h)(3)), charter schools can designate a percentage of their CCSP grant funds for the purpose of minor facility repairs and other renovations necessary to comply with applicable local, state, and federal statutes and regulations.  Determining what constitutes “Minor Facilities Repairs and Necessary Renovations”  Minor facility Repairs and Necessary Renovations cannot add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition. In addition, under this program,   1. Total annual expenses on facilities are not to exceed 10 percent of the annual CCSP grant award in a given year and should be clearly described within the grants budget. 2. The other goals of the CCSP grant application can be clearly met and are not compromised due to the proposed expenditures related to facility repairs.   Examples of minor facilities repairs include: repairing a leak in the roof, replacing a broken window, and repairing a furnace or an air conditioning unit. Minor facilities repairs neither add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition.  CCSP Grantee should also consult the “[RAN- Reasonable, Allocable and Necessary](https://www.doe.in.gov/sites/default/files/grants/reasonable-allocable-necessary-ran.pdf)” Chart for further assistance. |

Instructions

Applicants are required to complete this plan if their application seeks to include minor facility repairs in the proposed CCSP grant budget. Fill in the information below as it applies to your request. Use of bullet points is encouraged. This plan should be limited to 3-5 pages.

|  |  |
| --- | --- |
| **School Name:** |  |
| **School Facility Contact:**  (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

Rationale for including expense

Check the box(es) of the appropriate category for which you are seeking funding:

Budget amount for Minor Facility Repairs

Budget amount for Other Necessary Renovations to Ensure Compliance with Applicable Statutes and Regulations

Based on the box(es) checked, please complete the appropriate section(s) below:

Minor Facility Repairs

Identify any minor facilities repairs to be included in the CCSP Grant budget and list the budgeted amounts for each.

Explain why these repairs constitute “minor repairs.”

Identify how these repairs are incorporated into your Grant Project Goals and grant budget spreadsheet for this CCSP Grant application. (Note: Minor repairs exclude construction.)

Other Necessary Renovations to ensure Compliance with Applicable Statutes and Regulations

Identify any necessary renovations to be included in the CCSP Grant budget and list the budgeted amounts for each.

Identify how these repairs are incorporated into the school’s Grant Project Goals and grant budget spreadsheet for this CCSP Grant application.

Explain why these renovations are “necessary.” (Note: To be considered a “necessary renovation,” the applicant must provide a citation to statute and/or regulation that demonstrates that the renovation is required.)

Explain why the renovation is “commensurate with the market rate for such goods and services.”

**Appendix F: Transportation Plan**

**Background**

Under ESSA (ESEA §4303 (h)(4), Charter Schools can apply to use a percentage of CCSP grant funds to provide for one-time startup costs associated with transporting students.

**Requirements involved in the one-time Transportation Purchase**

The following will be reviewed by CDE prior to the release of funds.

* Transportation purchases are only for buses that meet Colorado statutory requirements[[1]](#footnote-1).
* Total expenses charged to the grant cannot exceed 25 percent of the annual CCSP grant award for a given year.
* Before a purchase is permitted, an identified bus must be evaluated by CDE’s Transportation Unit to determine that it meets state safety requirements pursuant to [1 CCR 301-25](http://www.cde.state.co.us/transportation/1ccr15).
* Schools will be required to provide annual reports on the status of the bus, including evidence of proper record keeping, inventory, serial #, maintenance, annual inspections, required brake inspections, and operator and inspector qualification files pursuant to 1 CCR 301-26.
* School may use CCSP grant funds to procure a bus service that meets all CDE requirements for vehicles, vehicle operators, and vehicle inspection requirements (1 CCR 301-25 and [1 CCR 301-26](http://www.sos.state.co.us/CCR/DisplayRule.do?action=ruleinfo&ruleId=2036&deptID=4&agencyID=109&deptName=300&agencyName=301%20Colorado%20State%20Board%20of%20Education&seriesNum=1%20CCR%20301-26)) to transport students as long as the expense is a one-time expense and a budgeted plan is presented to continue paying for the service after the CCSP grant ends.
* A school seeking to use CCSP grant funds for transportation expenses must include a Grant Project Goal under Section B of their application and include a measure and metric to report on that goal.
* The School must provide a school budget for what reasonable cost assumptions will look like over the next five years and describe how these costs will be incorporated into a long-term, sustainable operational budget for the school.
* *The other Grant Project Goals of the school’s CCSP grant must still be clearly met and not compromised based on expenditures related to transportation costs*

**Instructions**

All applicants are required to complete Part A of this Transportation Plan, whether or not they seek to use CCSP grant funds to make one-time purchases associated with student transportation. Part B of this Transportation Plan should be completed only by applicants seeking to utilize CCSP grant funds for transportation expenditures. Fill in the information below as it applies to the applicant school. Use of bullet points is encouraged. This plan should be limited to 2-5 pages.

|  |  |
| --- | --- |
| **School Name:** |  |
| **School Transportation Contact:**  (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

Part A (completed by all applicants)

**Goals/Objectives**

Briefly describe the charter school community in terms of size, population, and student needs, and identify the specific goals of the school’s transportation plan, including what types of services will be provided and/or coordinated regarding student transportation to and from the school.

What measures and metrics will be utilized to measure progress toward these goals?

How does the school’s approach to student transportation align to the vision for the school?

What funding is the school committing toward supporting the transportation needs of students?

How does the school’s transportation plan help the school reach its performance goals (those identified in charter contract and to be placed in Unified Improvement Plan)?

Part B (completed only by applicants seeking to utilize CCSP grant funds for transportation purchases)

**One-time Startup Costs Associated with Transporting Students to and from a Charter School**

Identify any transportation costs the school seeks to fund through CCSP grant funds, and the budgeted amounts for each.

Explain why these costs are one-time, not ongoing in nature, and “necessary and reasonable”

Identify a Grant Project Goal related to these transportation expenditures, along with a measure and metric the school will use to report on this goal. Include this goal and measure/metric in Section B of this CCSP grant application.

Please indicate which manner of direct transportation the school will provide in meeting the CSP funding expectation of transporting students to and from the charter school:

\_\_\_ Home-to-School \_\_\_ School-to-Home \_\_\_ School-to-School

**Sustainability Plan**

Explain how the school will continue to meet the transportation needs of students after the CCSP grant ends.

Provide a pro forma 5-year transportation budget that estimates reasonable cost assumptions over time and how these costs will be incorporated into a long-term, sustainable operational budget for the school.

**Consultation with the CDE Transportation Unit**

Please be aware that before a school can purchase a bus, as defined in 1 CCR 301-25, Section 2251-R-5.05, they must consult with the CDE Transportation Unit about the proposed purchase to ensure that the school is purchasing a vehicle that meets all CDE minimum standards as outlined in 1 CCR 301-25 and can be used in Colorado.

Please provide the name of the CDE employee within the Transportation Unit that the school has been in consultation with concerning this proposed project.

Transportation Annual Report for Charters

Any current CCSP sub-grant recipient that receives reimbursement from the CCSP grant for One-Time Startup Costs Associated with Transportation **must** complete this report annually and submit it with the school’s Annual Financial Report.

1. Please list the CCSP grant expenditures delegated for One-Time Startup Costs Associated with Transportation. If the cost was used to purchase a bus, please list the bus type and serial number.
2. Please list the school’s Grant Project Goal related to transportation as described in the Appendix F: Transportation Plan and Section B: Grant and Section B: Grant Project Goals and Budget Narrative included in the school’s initial CCSP Grant application.
3. Explain how this goal was or was not met.
4. Please describe any incidents involving student safety on the buses (whether a purchased bus or bus service), including but not limited to bus accidents, bus breakdowns, and/or student altercations.
   1. Please describe any actions already taken to remedy these incidents involving student safety.
5. Do the bus(es) or bus service currently meet the 1 CCR 301-25 [*Colorado Minimum Standards Governing School Transportation Vehicles*](http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6221&fileName=1%20CCR%20301-25) and 1 CCR 301-26 *Colorado Rules for the Operation, Maintenance and Inspection of School Transportation Vehicles*?
6. Please list the last inspection date for each bus that demonstrates compliance with 1 CCR 301-26, Sections 4204-R-10.00 and 4204-R-11.00.

# Appendix G: Library Development Plan

Instructions

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

|  |  |
| --- | --- |
| **School Name:** |  |
| **School Library/Media Contact:**  (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

School Introduction/Demographics

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

Vision

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

Current Library Media Program

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

Goals/Objectives

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

Activities and Measures

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

# Appendix H: Professional Development Plan

Instructions

ALL applicants are required to complete this plan as part of Part II, Section E. Staffing and Professional Development of the CCSP grant application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

|  |  |
| --- | --- |
| **School Name:** |  |
| **School PD Contact:**  (Name, Phone and Email) |  |
| **Effective Dates of Plan:** |  |

Vision

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

Goals/Objectives

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

Model

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

Action Plan

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

Outcomes/Evaluation

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

|  |  |  |
| --- | --- | --- |
| **Goal/Objective** | **Action/Activity** | **Outcome/Evaluation** |
|  |  |  |
|  |  |  |
|  |  |  |

Resources

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

Relation to CCSP Grant

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

# Appendix I: Performance Management Plan

Instructions

ALL applicants are required to complete this plan, which is related to Part II, Section B. Grant Project Goals and Section F. Accountability and Accreditation of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively. See the CCSP Guidebook for additional resources for completing this section.

|  |  |
| --- | --- |
| **School Name:** |  |
| **School Contact:** |  |
| **Effective Dates of Plan:** |  |

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on three key indicators of school performance—student achievement growth, student achievement status, and achievement gaps, and postsecondary and workforce readiness.

School Introduction/Demographics

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

Vision

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

Goals/Objectives

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

Current Performance Management System

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

Activities, Measures and Targets

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

|  |  |  |
| --- | --- | --- |
| Goal | Activity/Measure | Target/Evaluation |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Performance Management Budget

[Provide a short statement of the overall budget costs for implementing the performance management system outlined above, and complete the following table to provide an outline of those costs.

Note: CCSP Grant funding may be used to purchase and implement the following: student information systems, interim benchmark assessments/formative assessments, data management systems, technical support, and related hardware and equipment/software.]

|  |  |  |  |
| --- | --- | --- | --- |
| **Category** | **CCSP Grant Amount to be Used** | **Local Match Amount**  (indicate whether cash or in kind) | **Total** |
| Licensing |  |  |  |
| Software set-up and license fees for Planning Year and Year 1 Implementation only (specify software) |  |  |  |
| Implementation and maintenance |  |  |  |
| Software installation |  |  |  |
| One-time loading of data (ongoing loads may not be funded) |  |  |  |
| Software maintenance agreement during Planning Year and Year 1 Implementation only |  |  |  |
| Other |  |  |  |
| Hardware/network maintenance agreement during Planning Year and Year 1 Implementation only |  |  |  |
| Training/professional development: Any professional development expenditures or activities must be linked to the professional development plan submitted with this grant application |  |  |  |
| Analytical support for one-time activity (specify purpose) Note: Cannot be used for ongoing support |  |  |  |
| Telecommunications/connectivity |  |  |  |
| Hardware purchases/upgrades |  |  |  |
| **Total Request** |  |  |  |

# Appendix J: Waivers Sought

Instructions

List the state statutes and their titles from which the charter school has been waived (this may be different from what was requested). Do not submit the entire waiver request; limit response to one page.

# Appendix K: Technical Assistance Proposal – CCSP Grant (2 year)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Charter School Name: | | | | |
| Grant Contact Person, including phone and email: | | | |
| **Session Title/Event** | **Participation** | **Target Dates** | **Attendees** | |
|  |  | *Please "X" the event you intend to attend. Where not provided, please indicate the scheduled or targeted date.* | *Please "X" the proposed attendees for each event.* | |
| **Year 1 Implementation Sub-Grantee Activities** | | | | |
| **Sub-Grantee Support** | | | | |
| CCSP Grant and Application Training | Required | \_\_\_ Fall | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Grant Budget Workshop | 1 Encouraged | \_\_\_ Fall  \_\_\_ Winter | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP All Sub-Grantee Calls | 2 Encouraged | \_\_\_ September  \_\_\_ December  \_\_\_ March  \_\_\_ May | \_\_\_ Sch grant contact  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Grant Post-Award Webinar | Required | \_\_\_ Fall | \_\_\_ Sch grant contact (required)  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Implementation Grant Site Visit | Required | CDE Schools of Choice will schedule with school | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| **Governing Board Support** | | | | |
| Charter School Board Training Modules  *(choose either platform:* [*eNet Learnin*](http://onlinelearning.enetcolorado.org/login/)*g for 30 modules [available ending June 2023] or* [*Freestone*](http://coloradoleague.org/general/register_start.asp?MemberTypeCode=General) *for 11 modules [available beginning June 2021])* | Required | Complete all 30 modules in eNet Learning by June  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  Complete all 11 Governing Board Basics, Effectiveness, and Continuous Improvement modules in Freestone by June  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required) | |
| Board Fundamentals | 1 Required | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Performance Management Training: Data Dashboard with Academic, Culture, Financial and Operational Measures *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with an outside agency*) | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Specialized Governing Board Training  *(training request form required; schedule individually with an outside agency)* | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| Topic-based Webinars | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| **Administrator Support** | | | | |
| Administrator Mentoring *(signed mentor log & reflection required)* | 20-25 hours required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Administrator(s) | |
| CDE School Administrator Mentoring Cohort Meeting *(Professional Development)* | 3 required | \_\_\_ September  \_\_\_ October  \_\_\_ November  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Administrator(s) | |
| Specialized Instructional Leadership Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required)  \_\_\_ Instructional staff | |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required) | |
| Topic-based Webinars | Encouraged | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| **Business Office Support** | | | | |
| Annual Finance Seminar | Encouraged | \_\_\_ Fall | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Business Operations Networking Meetings | 3 Required | \_\_\_November  \_\_\_ February  \_\_\_ April  \_\_\_ June | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Specialized Business Operations Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Business Operations Mentoring *(signed mentor log and growth plan required; 4 hours = 1 credit)* | 20-25 Hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Business professional(s) | |
| **Year 2 Implementation Sub-Grantee Activities** | | | | |
| **Sub-Grantee Support** | | | | |
| CCSP Grant Renewal Proposal Webinar | Encouraged | \_\_\_ Fall | \_\_\_ Sch grant contact (required)  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Grant Budget Workshop | 1 Encouraged | \_\_\_ Fall  \_\_\_ Winter  \_\_\_ Spring | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP All Sub-Grantee Calls | Encouraged | \_\_\_ September  \_\_\_ December  \_\_\_ March  \_\_\_ May | \_\_\_ Sch grant contact  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Charter School Support Initiative (CSSI) [Webinar](https://drive.google.com/file/d/1rJGrELMNBa7ruKfHJoOxnjs5Xok7nuBy/view) | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s)  \_\_\_ Instructional staff | |
| Charter School Support Initiative (CSSI) Site Visit | Required | CSSI team lead will schedule with school | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s)  \_\_\_ Instructional staff | |
| **Governing Board Support** | | | | |
| Performance Management Training: Board Self-Assessment *(training request form required; conduct on board’s own or schedule individually with an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Performance Management Training: Strategic Planning Training *(training request form required; conduct on board’s own or schedule with an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Board Fundamentals | Encouraged | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| Specialized Governing Board Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Topic-based Webinars | \_\_\_November  \_\_\_December  \_\_\_January  \_\_\_February  \_\_\_March  \_\_\_May | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| **Administrator Support** | | | | |
| Administrator Mentoring *(signed mentor log and reflection required)* | 32-40 hours required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Administrator(s) | |
| CDE School Administrator Mentoring Cohort Meetings *(Professional Development)* | 4 required | \_\_\_ September  \_\_\_ October \_\_\_ November \_\_\_ February \_\_\_ March  \_\_\_ May | \_\_\_ Administrator(s) | |
| Specialized Instructional Leadership Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required)  \_\_\_ Business professional(s)  \_\_\_ Instructional staff | |
| Topic-based Webinars | Encouraged | \_\_\_November  \_\_\_December  \_\_\_January  \_\_\_February  \_\_\_March  \_\_\_May | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| **Business Office Support** | | | | |
| Annual Finance Seminar | Required | \_\_\_ Fall | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Business Operations Networking Meetings | 3 required | \_\_\_ November \_\_\_ February \_\_\_ April  \_\_\_ June | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Specialized Business Office Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Business Operations Mentoring *(signed mentor log and growth plan/reflection required; 4 hours = 1 credit)* | 60-75 hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_Business professional(s) | |
| **Other Support Options – All Years** | | | | |
| Equity Convening(s) | Encouraged | \_\_\_September  \_\_\_TBA | \_\_\_ Instructional staff  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Rural and Non-Metro Charter School Support Seminar (formerly the Western Slope Seminar) | \_\_\_April | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Colorado Charter School Conference or National Charter School Conference  *(training request form may be required)* | \_\_\_March  \_\_\_June | \_\_\_Instructional staff  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |

\* *CCSP credit for attending technical assistance events or trainings identified in the “Other Support Options” category may be applied to remediate any missing technical assistance requirement. Please inquire with the SOC to learn more.*

# Appendix L: Technical Assistance Proposal – CCSP Grant (3-year)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Charter School Name: | | | | | |
| Grant Contact Person, including phone and email: | | | | | |
| **Session Title/Event** | **Participation** | **Target Dates** | **Attendees** | | |
|  |  | *Please "X" the event you intend to attend. Where not provided, please indicate the scheduled or targeted date.* | *Please "X" the proposed attendees for each event.* | | |
| **Planning Year Sub-Grantee Activities** | | | | |
| **Sub-Grantee Support** | | | | |
| CCSP Grant and Application Training | Required | \_\_\_ Fall | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Grant Budget Workshop | 1 Encouraged | \_\_\_ Fall  \_\_\_ Winter  \_\_\_ Spring | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP All Sub-Grantee Calls | 1 Encouraged | \_\_\_ September  \_\_\_ December  \_\_\_ March  \_\_\_ May | \_\_\_ Sch grant contact  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Grant Post-Award Webinar | Required | \_\_\_ Fall | \_\_\_ Sch grant contact (required)  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| **Governing Board Support** | | | | |
| Charter School Board Training Modules  *(choose either platform:* [*eNet Learnin*](http://onlinelearning.enetcolorado.org/login/)*g for 30 modules [available ending June 2023] or* [*Freestone*](http://coloradoleague.org/general/register_start.asp?MemberTypeCode=General) *for 11 modules [available beginning June 2021])* | Required | Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25 in eNet Learning by June  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  Complete 3 Governing Board Basics modules in Freestone by March  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required) | |
| Board Fundamentals | 1 Required | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Performance Management Training: Data Dashboard with Academic, Culture, Financial and Operational Measures *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with an outside agency*) | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) | |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| Specialized Governing Board Training  *(training request form required; schedule individually with an outside agency)* | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| Topic-based Webinars | Encouraged | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) | |
| **Administrator Support** | | | |
| Administrator Mentoring *(signed mentor log and reflection required)* | 8-10 hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Administrator(s) |
| CDE School Administrator Mentoring Cohort Meetings *(Professional Development)* | 3 Required | \_\_\_ September  \_\_\_ October  \_\_\_ November  \_\_\_ February  \_\_\_ March  \_\_\_ June | \_\_\_ Administrator(s) |
| Specialized Instructional Leadership Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required)  \_\_\_ Instructional staff |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) |
| Topic-based Webinars | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) |
| **Business Operations Support** | | | | |
| Business Operations Network Meetings | 1 Required | \_\_\_ November \_\_\_ February \_\_\_ April \_\_\_ June | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Specialized Business Operations Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| Business Operations Mentoring *(signed mentor log and growth plan required; 4 hours = 1 credit)* | 40-50 Hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Business professional(s) | |
| **Year 1 Implementation Sub-Grantee Activities** | | | | |
| **Sub-Grantee Support** | | | | |
| CCSP Grant Renewal Proposal Webinar | Required | \_\_\_ Fall | \_\_\_ Sch grant contact (required)  \_\_\_ Founder(s) \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) | |
| CCSP All Sub-Grantee Calls | Encouraged | \_\_\_ September  \_\_\_ December  \_\_\_ March  \_\_\_ May | \_\_\_ Sch grant contact  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) | |
| CCSP Implementation Grant Site Visit | Required | CDE Schools of Choice will schedule with the school | \_\_\_ Founder(s) \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Governing Board Support** | | | |
| Charter School Board Training Modules  *(choose either platform:* [*eNet Learnin*](http://onlinelearning.enetcolorado.org/login/)*g for 30 modules [available ending June 2023] or* [*Freestone*](http://coloradoleague.org/general/register_start.asp?MemberTypeCode=General) *for 11 modules [available beginning June 2021])* | Required | Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30 in eNet Learning by June  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_  Complete 5 Governing Board Effectiveness modules in Freestone by March  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required) |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| Board Fundamentals | Encouraged | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| Specialized Governing Board Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) |
| Topic-based Webinars | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| **Administrator Support** | | | |
| Administrator Mentoring *(signed mentor log required)* | 25-32 hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Administrator(s) |
| CDE School Administrator Mentoring Cohort Meetings *(Professional Development)* | 3 Required | \_\_\_ September \_\_\_ October \_\_\_ November \_\_\_ February \_\_\_ March  \_\_\_ May | \_\_\_ Administrator(s) |
| Specialized Instructional Leadership Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required)  \_\_\_ Instructional staff |
| Performance Management Training: CDE Unified Improvement Plan *(training request form required; offered* [*on demand*](https://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) *or schedule individually with CDE or an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) (required) |
| Topic-based Webinars | Encouraged | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| **Business Operations Support** | | | |
| Annual Finance Seminar | Required | \_\_\_ Fall | \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) |
| Business Operations Networking Meetings | 3 Required | \_\_\_ November \_\_\_ February \_\_\_ April  \_\_\_ June | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) |
| Specialized Business Operations Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) |
| Business Operations Mentoring *(signed mentor log and growth plan/reflection required; 4 hours = 1 credit)* | 60-75 Hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Business professional(s) |
| **Year 2 Implementation Sub-Grantee Activities** | | | |
| **Sub-Grantee Support** | | | |
| CCSP All Sub-Grantee Calls | Encouraged | \_\_\_ September  \_\_\_ December  \_\_\_ March  \_\_\_ May | \_\_\_ Sch grant contact  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s)  \_\_\_ Business professional(s) |
| Charter School Support Initiative (CSSI) [Webinar](https://drive.google.com/file/d/1rJGrELMNBa7ruKfHJoOxnjs5Xok7nuBy/view) | Encouraged | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s)  \_\_\_ Instructional staff |
| Charter School Support Initiative (CSSI) Site Visit | Required | CSSI team lead will schedule with the school | \_\_\_ Founder(s)  \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s)  \_\_\_ Instructional staff |
| **Governing Board Support** | | | |
| Charter School Board Training Modules  *(accessible via* [*Freestone*](http://coloradoleague.org/general/register_start.asp?MemberTypeCode=General) *beginning June 2021)* | Required | Complete 3 Governing Board Continuous Improvement modules by March  \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Founder(s)  \_\_\_ Board member(s) (required) |
| Performance Management Training: Board Self-Assessment *(training request form required; conduct on board’s own or schedule individually with an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| Performance Management Training: Strategic Planning *(training request form required; conduct on board’s own or schedule individually with an outside agency)* | Required | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| Board Fundamentals | Encouraged | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| Specialized Governing Board Training  *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s)  \_\_\_ Administrator(s) |
| Topic-based Webinars | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| **Administrator Support** | | | |
| Administrator Mentoring *(signed mentor log and reflection required)* | 20-25 hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Administrator(s) |
| Topic-based Webinars | Encouraged | \_\_\_ November  \_\_\_ December  \_\_\_ January  \_\_\_ February  \_\_\_ March  \_\_\_ May | \_\_\_ Board member(s) (required)  \_\_\_ Administrator(s) |
| CDE School Administrator Mentoring Cohort Meetings *(Professional Development)* | 4 Required | \_\_\_ September \_\_\_ October \_\_\_ November \_\_\_ February \_\_\_ March  \_\_\_ May | \_\_\_ Administrator(s) |
| Specialized Instructional Leadership Training *(training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) \_\_\_ Administrator(s) (required)  \_\_\_ Business professional(s)  \_\_\_ Instructional staff |
| **Business Operations Support** | | | |
| Annual Finance Seminar | Required | \_\_\_ Fall | \_\_\_ Founder(s) \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) |
| Business Operations Networking Meetings | 3 Required | \_\_\_ November \_\_\_ February \_\_\_ April  \_\_\_ June | \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) |
| Specialized Business Operations Training  *((training request form required; schedule individually with an outside agency)* | \_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) |
| Business Operations Mentoring *(signed mentor log and growth plan/reflection required; 4 hours = 1 credit)* | 20-25 Hours Required | \_\_\_ Mentor: \_\_\_\_\_\_\_\_\_\_ | \_\_\_ Business professional(s) |
| **\*Other Support Options – All Years** | | | |
| Equity Convening(s) | Encouraged | \_\_\_ Fall  \_\_\_ Spring | \_\_\_ Instructional staff  \_\_\_ Founder(s)  \_\_\_ Board member(s)  \_\_\_ Administrator(s) \_\_\_ Business professional(s) |
| Rural and Non-Metro Charter School Support Seminar (formerly the Western Slope Seminar) | \_\_\_ May | \_\_\_ Board member(s)  \_\_\_ Administrator(s) \_\_\_ Business professional(s) |
| Colorado Charter School Conference or National Charter School Conference  *(training request form required)* | \_\_\_ March  \_\_\_ June | \_\_\_Instructional staff  \_\_\_ Founder(s)  \_\_\_ Board member(s) \_\_\_ Administrator(s) \_\_\_ Business professional(s) |

\* *CCSP credit for attending technical assistance events or trainings identified in the “Other Support Options” category may be applied to remediate any missing technical assistance requirement. Please inquire with the SOC to learn more.*

# Appendix M: Disclosure Information

Instructions

ALL applicants are required to respond to each of the following sections. Respond with N/A if a section is not applicable.

1. Certain organizational relationships and contractual arrangements can impact the award and use of CCSP grant funds. Describe any agreements or contractual relationships that have been or will be established with individuals, groups, or companies. These would include external service providers (ESP, such as educational management organizations (EMOs), charter management organizations (CMOs), or charter collaboratives), technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix M: Disclosure Information.
2. Explain any relationship with an ESP (including those identified under question 1 above) to include why the applicant is seeking to contract with an ESP. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. (Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?
3. Because certain contractual arrangements have bearing on what can and cannot be funded with CCSP 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 CCSP grant funds are being requested for an item that may be included in that contract, please attach to the grant application a copy of the related contract(s) as part of Appendix M: Disclosure Information.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through CCSP grant funds. Describe the governing board’s composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. Provide a description of the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the school, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what are the responsibilities of the ESP. Identify the cost of services provided by the ESP in terms of percentage of PPR.
6. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. Your facility costs are estimated to be what percentage of PPR? Please include a copy of any facility-related agreements.
7. Per state statute C.R.S. 22-32-109(1)(y), school districts and charter schools (by extension through their charter contract) are required to develop and maintain a conflict of interest policy. Likewise, C.R.S. 24-18-104 also outlines required board member conduct. Please describe the board member conduct and conflict of interest policies that have been put in place and include or attach with the grant application a copy of these policies as part of your response to Appendix M: Disclosure Information. Please see the following resource for what these policies should include: <https://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/gov/pdf/conflictofinterestrules.pdf>.

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| **Colorado Charter Schools Program**  [2021-22 Grant Calendar](#Calendar) |

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| **Wednesday, August 11, 2021** | ***Event*** | **Recorded CCSP Renewal Proposal Technical Assistance Webinars** (for applicable sub-grantees) | **12:00 PM** |
| **Thursday, August 19, 2021** | ***Event*** | **CCSP Grant and Application Training** (for New or Replication/Expansion Charter Schools) | **9:00 AM – 4:00 PM** |
| **Wednesday, August 25, 2021** | ***Event*** | **CCSP Grant Renewal Open Forum Q&A Meeting** (for applicable sub-grantees) | **1:00 PM – 2:30 PM** |
| **Thursday, August 26, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Grant Intent to Apply Form** (for New and Replication/ Expansion Charter Schools) | **11:59 PM** |
| **Wednesday, September 01, 2021** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Thursday, September 02, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Eligibility Form** (for New and Replication/Expansion Charter Schools) | **11:59 PM** |
| **Thursday, September 16, 2021** | ***Event*** | **CCSP All Sub-grantee Conference Call** | **10:00 AM – 11:30 AM** |
| **Wednesday, September 15, 2021** | ***Deadline*** | *DUE DATE:* **CCSP Grant Reviewer Commitment** | **11:59 PM** |
| **Friday, September 17, 2021** | ***Reminder*** | *REMINDER***:** [**Constitution Day**](https://www2.ed.gov/policy/fund/guid/constitutionday.html) **is September 17th** - all schools receiving federal funding are required to teach to the U.S. Constitution on this day |  |
| **Friday, September 17, 2021** | ***Event*** | **Authorizers Meeting** *(In conjunction with CACSA)* | **9:00 AM – 3:00 PM** |
| **Thursday, September 23, 2021** | ***Event*** | **Annual Finance Seminar** | **9:00 AM – 2:30 PM** |
| **Wednesday, September 29, 2021** | ***Event*** | **CCSP Grant Reviewer Training, Part I – *by invitation only* [four recorded sessions]** | **12:00 PM** |
| **Thursday, September 30, 2021** | ***Deadline*** | *DUE DATE:* **Submit 2020-21 CCSP Grant AFR** (for all sub-grantees) | **11:59 PM** |
| **Wednesday, October 06, 2021** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Wednesday, October 13, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Grant Renewal Proposal Application** (for applicable sub-grantees) | **11:59 PM** |
| **Wednesday, October 13, 2021** | ***Event*** | **CCSP Grant Reviewer Training, Part II – *by invitation only*** | **9:00 AM – 11:30 AM** |
| **Thursday, October 14, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Grant Application** (for New and Replication/Expansion Charter Schools) | **11:59 PM** |
| **Friday, October 15, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Final CCSP Grant Report** (for 2020-21 Year 2 Implementation sub-grantees) | **11:59 PM** |
| **Friday, October 15, 2021** | ***Deadline*** | *DUE DATE:* **Submit CCSP Progress Report** (for 2021-22 Year 2 Implementation sub-grantees) | **11:59 PM** |
| **Friday, October 29, 2021** | ***Event*** | **Fall Board Fundamentals** | **9:00 AM – 12:30 PM** |
| **TBD, November 2021** | ***Event*** | **Fall Equity Convening** | **TBD, All Day** |
| **Wednesday, November 03, 2021** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Wednesday, November 03, 2021** | ***Deadline*** | *NOTIFICATION:***Receive CCSP Grant Renewal Application Feedback** (for applicable sub-grantees) | **11:59 PM** |
| **Tuesday, November 09, 2021** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **Wednesday, November 10, 2021** | ***Event*** | **CCSP Grant Application Reviewer Debrief – *by appointment only*** | **8:30 AM – 4:00 PM** |
| **Thursday, November 11, 2021** | ***Event*** | **CCSP Grant Application Reviewer Debrief – *by appointment only*** | **8:30 AM – 4:00 PM** |
| **Thursday, November 11, 2021** | ***Event*** | **Statewide Business Operations Networking Meeting***(Networking event hosted in the Denver Metro region by the CLCS.)* | **9:30 AM – 11:30 AM** |
| **Monday, November 15, 2021** | ***Deadline*** | *EXTENDED DUE DATE:* **Submit Final 2020-21 CCSP Grant Reimbursement Request via Formsite** (for all sub-grantees receiving an extension) | **11:59 PM** |
| **Wednesday, November 17, 2021** | ***Deadline*** | *DEADLINE:* **SubmitCCSP Grant Renewal Clarifications & Corrections** (if applicable) | **11:59 PM** |
| **Wednesday, November 24, 2021** | ***Deadline*** | *NOTIFICATION:***Receive CCSP Grant Applicant Feedback/Award Status** | **5:00 PM** |
| **Thursday, December 02, 2021** | ***Event*** | **CCSP Grant Post-Award Webinar, Part I** (for all newly awarded sub-grantees) | **1:00 PM – 3:00 PM** |
| **Friday, December 03, 2021** | ***Event*** | **Authorizers Meeting** *(in conjunction with CACSA)* | **9:00 AM –3:00 PM** |
| **Tuesday, December 07, 2021** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **Thursday, December 09, 2021** | ***Event*** | **CCSP Grant Post-Award Webinar, Part II** (for all newly awarded sub-grantees) | **1:00 PM – 3:00 PM** |
| **Thursday, December 16, 2021** | ***Event*** | **CCSP All Sub-grantee Conference Call** | **10:00 AM – 11:30 AM** |
| **Thursday, December 30, 2021** | ***Deadline*** | *DUE DATE:* **Submit final CCSP Grant Application Clarifications and Revisions** | **11:59 PM** |
| **Friday, December 31, 2021** | ***Deadline*** | *DUE DATE:* **CCSP Grant 2020-21 Extension Period AFR** (for all sub-grantees) | **11:59 PM** |
| **January – April 2022** | ***Reminder*** | *REMINDER:* **Charter School Support Initiative (CSSI) Site Review** (for 2021-22 Implementation Year 2 sub-grantees) |  |
| **Tuesday, January 11, 2022** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **February – April 2022** | ***Reminder*** | *REMINDER***: CDE Grants Fiscal Desk Review** (for all sub-grantees) |  |
| **Wednesday, February 02, 2022** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Tuesday, February 08, 2022** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **Thursday, February 10, 2022** | ***Event*** | **Statewide Business Operations Networking Meeting** *(Networking event hosted in the Northern region by the CLCS)* | **9:30 AM – 11:30 AM** |
| **March – May 2022** | ***Reminder*** | *REMINDER***: CDE Site Visit** (for Implementation Year 1 sub-grantees) |  |
| **March 02–04, 2022** | ***Event*** | **Colorado Charter Schools Conference** *(hosted by the Colorado League of Charter Schools)* | **TBD** |
| **Friday, March 04, 2022** | ***Event*** | **Authorizers Summit** *(In conjunction with CACSA; synchronized with the Colorado Charter Schools Conference)* | **9:00 AM – 3:00 PM** |
| **Tuesday, March 08, 2022** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **Wednesday, March 09, 2022** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Thursday, March 17, 2022** | ***Event*** | **CCSP All Sub-grantee Conference Call** | **10:00 AM – 11:30 AM** |
| **April – June 2022** | ***Reminder*** | *REMINDER***: Ensure LEA has applied to CDE on behalf of Charter School for School Code** |  |
| **Friday, April 01, 2022** | ***Deadline*** | DUE DATE: **Absolute last day to submit executed Charter Contract and final CCSP Grant Budget to CDE** | **11:59 PM** |
| **Thursday, April 07, 2022** | ***Event*** | **Spring CCSP Grant Budget Workshop** | **9:30 AM – 11:30 AM** |
| **April 13–15, 2022** | ***Event*** | **Charter School Boot Camp** | **8:30 AM – 4:30 PM** |
| **Thursday, April 20, 2022** | ***Event*** | **Statewide Business Operations Networking Meeting** *(Networking event hosted in the Southern region by the CLCS)* | **9:30 AM – 11:30 AM** |
| **Friday, April 29, 2022** | ***Deadline*** | *DUE DATE:* **Request to extend CCSP Grant period to July 31, 2022 – extenuating circumstances ONLY** | **11:59 PM** |
| **May – June 2022** | ***Reminder*** | *REMINDER:* **CDE Program Desk Review** (for all CCSP grant sub-grantees) |  |
| **Friday, May 06, 2022** | ***Event*** | **Rural and Non-Metro Charter School Support Seminar** (formerly referred to as the Western Slope Seminar) | **9:00 AM – 1:00 PM** |
| **Tuesday, May 10, 2022** | ***Event*** | **Topic-Based Webinar** | **11:00 AM – 12:30 PM** |
| **Thursday, May 19, 2022** | ***Event*** | **CCSP All Sub-grantee Conference Call** | **10:00 AM – 11:30 AM** |
| **Thursday, May 26, 2022** | ***Event*** | **Spring Board Fundamentals** | **9:00 AM – 12:30 PM** |
| **TBD, June 2022** | ***Event*** | **Spring Equity Convening** | **TBD, All Day** |
| **Wednesday, June 01, 2022** | ***Event*** | **Administrator Mentoring Cohort Meeting** | **9:00 AM – 2:30 PM** |
| **Friday, June 03, 2022** | ***Event*** | **Authorizers Meeting** *(In conjunction with CACSA)* | **9:00 AM – 3:00 PM** |
| **Thursday, June 09, 2022** | ***Event*** | **Statewide Business Operations Networking Meeting** *(Networking event hosted in the Western region by the CLCS)* | **9:30 AM – 11:30 AM** |
| **June 19–22, 2022** | ***Event*** | **National Charter School Conference (NCSC22) in Washington D.C.** (*hosted by the National Alliance for Public Charter Schools*) | **TBA** |
| **Thursday, June 30, 2022** | ***Reminder*** | *REMINDER:* **End of fiscal year for all grants** (all grant funds must be obligated, and all technical assistance requirements completed) |  |
| **Thursday, June 30, 2022** | ***Deadline*** | DEADLINE: **Ensure waivers to state statutes have been approved** |  |

Grant calendar updates and registration details can be found on the [SOC website](http://www.cde.state.co.us/cdechart/chartecalendar).

Contact CDE Schools of Choice at [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) with questions.

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| **Legend:** | |
| **CCSP Grant** | **Business Operations** |
| **Authorizers** | **Governing Board** |
| **Administrators** | **Extra** |

# CCSP Grant Programmatic Technical Assistance Requirements

The CDE Schools of Choice Unit places great value on providing high-quality support and training based on research-proven best practices that are intentionally designed to improve each school’s chance for success. Therefore, participation in technical assistance events is expected of sub-grantees. Flexibility exists within the technical assistance requirements for schools to tailor their selection of trainings to best meet the school’s unique needs. Using the technical assistance requirements as a plan, and grant funds as a resource, schools should self-evaluate and use this opportunity to build capacity. A [training request form](http://www.cde.state.co.us/choice/tarequestform) must be completed and submitted to CDE Schools of Choice at [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) PRIOR TO any individualized training for pre-authorization, and credit will be issued once the authorized [training](http://www.cde.state.co.us/cdechart/cchgrn00.asp) request form is resubmitted with reflections on professional development gains from the training.

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| **Technical Assistance Requirements** | | **Events Per Year** | **Planning Year\*** | **Year 1 Implementation** | **Year 2 Implementation** |
| **Sub-grantee Support** | | | | | |
| CCSP Grant and Application Training | | 1 | Required |  |  |
| CCSP Grant Budget Workshops | | 1 to 3 | Encouraged |  |  |
| CCSP Grant Post-Award Webinar | | 1 | Required |  |  |
| CCSP Grant Renewal Proposal Webinar | | 1 |  | Required |  |
| CCSP All Sub-Grantee Calls | | 4 | 1 Encouraged | Encouraged | Encouraged |
| CCSP Implementation Grant Site Visit | | CDE Schools of Choice schedules with the school |  | Required |  |
| Charter School Support Initiative (CSSI) Webinar | | [Recording](https://drive.google.com/file/d/1rJGrELMNBa7ruKfHJoOxnjs5Xok7nuBy/view) |  |  | Encouraged |
| Charter School Support Initiative (CSSI) Site Visit | | CSSI team lead schedules with the school |  |  | Required |
| **Governing Board Support** | | | | | |
| Charter School Board Training Modules  (Updated June of 2021 – choose either platform) | | 30 modules Completed collectively (accessible on [eNet Learning](http://onlinelearning.enetcolorado.org/login/) through September 2023) | Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25 | Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30 |  |
| 11 modules Completed collectively (accessible on [Freestone](http://coloradoleague.org/general/register_start.asp?MemberTypeCode=General)) | Complete 3 Governing Board Basics modules | Complete 5 Governing Board Effectiveness modules | Complete 3 Governing Board Continuous Improvement modules |
| Board Fundamentals | | 2 | 1 Required | Encouraged | Encouraged |
| Specialized Governing Board Training | | Scheduled individually with an outside agency | Encouraged |
| Topic-based Webinars | | 4 to 6 | Encouraged | Encouraged | Encouraged |
| Colorado or National Charter Schools Conference Sessions | | Attended individually |
| Performance Management Training | | Offered [on demand](http://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) or scheduled individually with an outside agency | CDE Unified Improvement Plan training or tutorial Encouraged | CDE Unified Improvement Plan Training Required | Board Self-Assessment Required |
| Data dashboard w/ academic, culture, financial & operational measures Required | Strategic Planning Training Required |
| **Technical Assistance Requirements** | **Events Per Year** | | **Planning Year\*** | **Year 1 Implementation** | **Year 2 Implementation** |
| **Administrator Support** | | | | | |
| Administrator Mentoring | Scheduled individually with an approved mentor | | 8-10 hours Required | 25-32 hours Required | 20-25 hours Required |
| School Administrator Mentoring Cohort Meetings | 6 | | 3 Required | 3 Required | 4 Required |
| Specialized Instructional Leadership Training | Scheduled individually with an outside agency | |
| CDE Unified Improvement Plan Training | Offered [on demand](http://www.cde.state.co.us/cdechart/charter-school-topic-based-webinars) or scheduled individually with CDE or an outside agency | | Encouraged | Required |  |
| Topic-based Webinars | 4 to 6 | | Encouraged | Encouraged | Encouraged |
| **Business Operations Support** | | | | | |
| Annual Finance Seminar | 1 | |  | Required | Required |
| Business Operations Networking Meetings | 4 | | 1 Required | 3 Required | 3 Required |
| Specialized Business Operations Training | Scheduled individually with an outside agency | |
| Business Operations Mentor | Scheduled individually with approved mentor | | 40-50 hours Required | 60-75 hours Required | 20-25 hours Required |

\* For schools entering the CCSP grant in Year 1 Implementation, the technical assistance requirements are modified. Please see Appendix K: Technical Assistance Proposal – CCSP Grant (2-year) for details.

# CCSP Grant Budget Instructions

The CCSP grant budget, in Excel, is the document that will guide the charter school, authorizer, and CDE over the grant period:

* Ensure compliance with state and federal regulations
* Provide the planned expenditures for the entire grant period
* Maintain the history of the budgeted and actual expenditures

The Excel CCSP grant budget will become the template that will be used for the life of the grant.

The proposed budget and the budget narrative should support the grant project goals identified in part II section B of the application. There should be evidence of a clear relationship between identified goals, proposed activities, and how funds will be spent. Applications should contain budget narratives for allyears of funding that align to the CCSP grant budget. Please be advised that this is a reimbursement grant, and it is imperative that schools have available funding for initial purchases.

All schools are required to submit their proposed budget for the anticipated amount of funding and years of funding on the CCSP Grant Budget. Grant funds must be spent sequentially; first year funds must be drawn down before accessing second year funds, etc. The budget period for the grant is ***upon final approval through June 30.*** The budget period for CCSP Implementation grant is from July 1 – June 30. The proposed Sub-grantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined based on funding structure detailed in Available Funds section and CCSP budget documents will be returned to the charter school and their authorizer with specific CDE comments that will require additional information of successful applicants. This original budget revision must comply with the application review comments and will serve as a basis for any future budget revisions. Any Sub-grantee not submitting an original budget revision within 30 days of the date of the grant award letter may be subject to losing their grant award.

Please test-print the electronic budget before submitting to ensure reports are printable and legible on standard, letter-size paper, without any blank lines. Contact CDE Grants Fiscal Management Director, Jennifer Austin, at [austin\_j@cde.state.co.us](mailto:austin_j@cde.state.co.us) with any issues.

General Guidelines and Restrictions

CCSP Grant Budget form instructions are found within the document itself. Each line item in the Excel budget should include the following in the respective columns: object category, quantity, budgeted amount (initial entry must be under original amount), grant project goal number it is aligned to and year, justification (include a cost per unit and an explanation of quantity, such as number of items or kits, number of students, classrooms or employees served, etc.), and date the activity will be completed. The following guidance is provided to assist in the preparation of the budget.

* Any single line item more than $1,000 should have a detailed justification. Break down line items exceeding $1,000 through notations of quantity, explanation or additional line items to clarify how funding will be expended. Note: The Excel document does not calculate the quantity by the original amount; the original amount must be the total cost of the purchase.
* Budgets have sections for each year to expedite approval.
* Do keep in mind that budget submissions can go through several reviews prior to approval; budget *time* adequately.
* Up to $100 per hour can be budgeted for administrator mentoring costs. It is important to include the rate and or hours.
* Attendance at conferences must be justified against the grant project goals and is limited to two individuals (unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes).
* Requests for specialized training must include expected attendees, expected outcomes, topic(s), provider, cost (not to exceed $700 of grant funds for half-day trainings or $1,000 for full-day trainings), and a plan for sustaining that training.
* Budget expenditures must be supported by a description that provides the number of staff/students to be served; this can be grade level or actual number of participants. In subsequent years, this is critical as the grant is not intended to address recurring costs.
* Performance management and professional development requests must include number of participants, number of days, and cost per person per day, topic, and provider.
* It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed. For example, if $8,000 is requested to send six individuals to a national conference, you may be asked to instead send two people each year over a three-year period.
* Subcontracting is allowed, but schools must comply with procurement policies as outlined in the Uniform Grant Guidance §200.317.

Allowable Costs

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy. Fundable activities are limited to those identified in ESEA §4303 (h), with what is allowable under 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. Grant expenditures must follow 2 CFR §200.403 Factors Affecting Allowability of Costs. All expenditures must be necessary for the performance of the grant and be allowable under the Uniform Grant Guidance (UGG). All expenditures must tie to the approved application. All expenditures must be adequately documented. As a general matter, the following are examples of costs that may be include, but are not necessarily limited to:

* All expenditures must be necessary, reasonable, and allocable to the grant in order to be allowable under the CSP (2 CFR 200.403(a)). In particular, grantees should refer to the following provisions:
  + ***Necessary cost*** *- the cost should be for an activity or function that is generally recognized as ordinary and required for the institution to operate the program. The cost must be essential to fulfill regulatory requirements for proper and efficient administration of the program.*
  + ***Reasonable cost*** *- A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration must be given to, among other things, whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award, and market prices for comparable goods or services for the geographic area. (2 CFR 200.404). The type and amount of cost should not exceed what a “prudent person” would pay under the same circumstances.*
  + ***Allocable cost:*** *A cost is allocable if the goods and services involved are chargeable or assignable to the grant in accordance with the relative benefits received. (2 CFR 200.405(a)*

The following is a list of costs that are covered by the grant. It is not a complete list and is provided as guidance for budget preparation:

* **Curriculum** expenditures are only allowed for initial training prior to the implementation of a new curriculum or existing curriculum for a new grade level.
* **Legal fees** limited to direct legal services for employee and lease contract are allowed. If legal fees are budgeted beyond the first year, additional information must be provided to support the request. It is anticipated that the legal fees covered by the grant would be completed prior to school opening. Additional costs must be reviewed by CDE to ensure they are allowed.
* **Community Engagement Activities –** The costs related to student and staff recruitment along with informing community about the school. Cannot include food costs or promotional items.
* **Salaries (Contracted Services)** – Hiring and compensating teachers, school leaders, and/or specialized instructional support during the planning period is allowed. Time and effort documentation is required for all personnel compensated with federal funds UGG §200.430 Compensation-Personal Services (i) Standards for Documentation of Personnel. If a school will be submitting salary for two staff that are not the principal/head of school or the business manager, they must submit this request for prior approval.
* **Site licenses** for software
* Telephones
* **Computers** for staff and students
* **Student Furnishings –** should be based on projected enrollment

Generally allowable costs are:

* Customary (e.g., interventionist or coaching salaries and benefits, professional development opportunities based on need)
* Allowed by circulars, regulations, policy, and guidance
* Disclosed in the budget submitted to the State agency
* Approved in advance through the budget

Recurring Costs – Examples – Not Covered by CCSP

The following items are examples of recurring costs that are not allowed without additional documentation explaining the additional request:

* Software licensing renewals
* Supplies that were clearly purchased in the prior year
* Curriculum purchased in the prior year
* Legal fees for lease or employment contracts that were included in a prior year
* Professional development that is not progressive in nature is considered recurring if it does not clearly indicate it is for a new cohort of teachers

This list is not inclusive but is presented to show typical items that would be considered recurring under the CCSP grant.

Costs not Covered by CCSP Grant

The following are examples of costs that are not covered by the CCSP grant. It is not a comprehensive list and is provided as guidance in preparation of the budget.

* Architecture fees
* Before and after school programs
* Bus passes
* Building insurance costs are considered facility cost
* Financial audit fees
* Food costs for staff, students, or parents
* Gift certificates, alcoholic beverages, school apparel for staff or students, fines and penalties, and lobbying
* Grant oversight expenses
* Hiring/recruitment expenses such as a placement firm or travel for prospective employees (small amounts for advertising are acceptable)
* Installation costs associated with playground and/or fitness equipment, unless demonstrated as necessary to the school’s vision/goals (subject to pre-approval)
* Kitchen equipment such as funding to purchase the equipment to set up food services within the school. Requests for this type of equipment are limited. The purchase of cafeteria tables is an example of what could be included on the CCSP grant.
* Legal fees outside of those directly related to employee and lease contracts
* Normal operating expenses such as utilities
* Professional dues or memberships
* Rental insurance costs are considered facility cost
* Salary and benefits for staff once the school has opened
* Student recruitment in the form of promotional items, food costs or any type of incentives
* Traffic study fees
* Travel costs for student expeditions (travel, etc.)
* Student recruitment expenses beyond $10,000 in Planning Year and $5,000 in Year 1 Implementation (none allowed in Year 2 Implementation).
* Non-educational/non-informative promotional/novelty items for advertising, events, or recruiting.
* Continuing education credit costs for professional development coursework completed at a college or university, as this would be considered compensation. The cost to complete college or university coursework relevant to grant project goals without credit may be considered.
* 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)

This list is not inclusive but is presented to show typical items that cannot be covered with CCSP grant funds.

Chart of Accounts – Coding of Expenditures

CDE Chart of Accounts was developed in response to 22-44-105 (4) CRS, introduced as HB 1213 and enacted by the legislature in 1994. CDE and all school districts and Board of Cooperative Educational Services in the state shall use the system to report and obtain necessary financial information.

Object Categories

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

Instructional Program

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

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

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

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

Support Program

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

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

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

*(300) Purchased Professional and Technical Services* – Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc. Identification of specific vendors within the application does not remove the Sub-grantee responsibility to follow their established procurement procedures. The grant requires **ALL** services that require a Contract or Memorandum of Understanding (MOU) follow the established Sub-grantee procurement procedure to ensure there is no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

(0430) *Repairs and Maintenance Service* – Expenditures for repairs and maintenance services not provided directly by school personnel.

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

*(600) Supplies/Materials* - Office supplies, books, non-curriculum software licenses, and other general supplies. Computer peripherals purchased outside of a system package (such as mice, keyboards, and computer speakers) also fall under this category.

It is important to review the Colorado Department of Education Chart of Accounts at: <https://www.cde.state.co.us/cdefinance/sfcoa>

Equipment

The Federal definition of equipment is: tangible personal property, (including information technology systems) having the useful life of more than one year and a per unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes. Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried according to §200.439 Equipment.

Sensitive inventory items (small and attractive assets) are assets that do not meet the district/school’s capitalization policy but are considered particularly vulnerable to loss, thus subject to special property control. These must be tagged and inventoried regardless of costs.

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

**Example -** $25,000 for “computer network” – should be budgeted by the individual pieces such as $5,000 for servers, $10,000 for computers, and $10,000 for routers and switches. This will help determine reasonableness and allocation of the purchase, along with providing better controls and accuracy related to equipment inventory tracking.

Transportation

Under section 4303(h)(4) of the ESEA, grantees may use CSP funds to provide “one-time, startup costs associated with providing transportation to students to and from the charter school.” One-time startup costs may not be sustained in nature and must be related to the startup or expansion of the charter school. Therefore, provided that the costs are necessary, reasonable, and allocable to the grant or sub-grant, a newly opened or expanded charter school could use a portion of its CSP funds to purchase a school bus or to procure a bus service to transport students to and from the charter school during the startup or expansion phase of the school. Grantees should be aware that, depending on the facts, a school bus may be considered a “capital asset,” in which case the grantee would be required to treat the cost of purchasing the school bus as a “capital expenditure” (see response to Question #7 above and Uniform Guidance at 2 CFR 200.12, 200.13, 200.329, 200.439).

The RFA and rubric under this grant will require applicants to include a description of the transportation needs of the school and its proposed plan to fulfill them. All applicants will be required to submit a transportation plan as an addendum. Schools choosing to provide their own transportation, whether using grant funds or not, will also need to demonstrate that they have a state statute aligned and CDE approved transportation policy in place. This policy will address state statute and rules related to public transportation safety, which are outlined in 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles (one of 4 versions by manufacture date: April 30, [2015-Present](https://www.cde.state.co.us/transportation/252015), September 1, [2007-2015](https://www.cde.state.co.us/transportation/252007), February 1, [1999-2007](https://www.cde.state.co.us/transportation/251998) or October 1, [1993-1999](https://www.cde.state.co.us/transportation/25-1993)), [1 CCR 301-26 Operation Maintenance and Annual Inspection of School Transportation Vehicles](https://www.cde.state.co.us/transportation/finaltransportationoperationruleseffectivejuly82016), and [Rules for the Administration of the Public School Transportation Fund](https://www.cde.state.co.us/sites/default/files/documents/cdenutritran/download/pdf/transportation/nutri-transrule301.14.pdf) (CCR 301-14) and guidance. Additionally, the Schools of Choice Unit will require Sub-grantees requesting these funds to establish contact with the Department’s Transportation Unit to receive authorization on any purchases before purchases are made or grant funding is released, provide a multi-year transportation and maintenance budget, and comply with any and all necessary technical assistance trainings. This information may be requested during a monitoring visit.

Colorado encourages Sub-grantee use of grant funds to cover one-time startup costs associated with providing transportation to students to and from school. This aligns with our goal to increase enrollment and attendance in these schools and increase access to equitable educational opportunities in Colorado, particularly among historically underserved and educationally disadvantaged student populations. More students will have greater options available to them to enroll in a high-quality charter schools and authorizers will become better able to understand how to find a path for public charter schools to offer transportation services to students.

SOC will work with grant applicants and their districts to ensure those seeking grant funding for transportation identify one-time startup costs associated with transporting students into their project goals and budget. Applicants are also asked to address this set aside in a transportation plan that considers transportation needs of its students beyond the startup phase of the charter school that would become an appendix to the Colorado CSP application.

Criteria – Colorado will use the following criteria for determining whether a proposed transportation expense is allowable under the CSP grant:

* Total annual expenses on transportation item is not to exceed 25% of annual grant award and only for the acquisition of a bus.
* School will provide annual reports on the status of the bus including evidence of proper record keeping, inventory, serial # and maintenance.
* Identified cost of a bus will be evaluated by CDE Transportation Unit to determine whether identified cost is a reasonable cost for the bus **before a purchase would be allowed**.
* Primary goals of the grant are clearly met and not compromised based on expenditures made related to transportation costs.
* The school will provide a transportation goal and write a measure and metric to report on related to the transportation goal and
* The school will provide an update in their annual report on their transportation plan and the plan’s effectiveness.
* School will provide an assurance that funds used are clearly associated as a cost that is a one-time cost to the school.
* Consideration of management of recurring transportation costs
* Schools will be asked to complete a budget template that allows them to demonstrate an understanding of what reasonable cost assumptions look like over a five year period for managing transportation expenses and how these costs will be incorporated into a long-term sustainable operational budget for the school.
* As with other assurances, state will not fund recurring costs in the grant.

Facilities

Section 4303(h)(3) of the ESEA, grantees may use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).”

* “New Flexibilities under the Every Student Succeeds Act“ Frequently Asked Questions (December 2017) [PDF](https://oese.ed.gov/files/2017/12/CSP-ESSA-Flexibilities-FAQ-2017.pdf).
* ESSA Flexibility Webinar [Slides](https://www2.ed.gov/policy/elsec/leg/essa/essaflexibilitiesseapresentation.pdf) (November 2018) [PDF](https://www2.ed.gov/policy/elsec/leg/essa/essaflexibilitiesseapresentation.pdf).

Examples of “minor facilities repairs” under ESEA § 4303(h)(3) include: repairing a leak in a roof, replacing a broken window, and repairing a furnace or air conditioning unit. In essence, minor facilities repairs neither add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition

Under section 200.13 of the Uniform Guidance, renovations or improvements that materially increase the value or useful life of a “capital asset” (e.g., land, building or facility, equipment, and intellectual property (including software)) are “capital expenditures” and are not covered by the CCSP grant without prior approval from CDE. In order to charge a capital expenditure to the CSP grant or sub-grant, the grantee or Sub-grantee must obtain the prior written approval of the Department or SEA (i.e., “pass-through entity”) (2 CFR 200.439(b)(3)). For information regarding title, use, and disposition of real property improved with Federal grant funds and reporting requirements for such property, grantees should refer to 2 CFR 200.311 and 200.329, respectively.

As stated above, grantees may use CSP funds to carry out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations.” In determining whether a proposed renovation is necessary to ensure that a new school building complies with applicable statutes and regulations, the Department encourages grantees to consider, and to explain in their amendment requests, whether the renovation is actually required by a statute or regulation (i.e., not simply suggested or proposed), including the source and citation for the specific compliance requirement and the consequences for non-compliance. In determining whether the cost of a proposed renovation is “necessary and reasonable,” the Department encourages grantees to consider, and to explain in their amendment requests, the following:

• Whether the renovation is necessary for the performance of the grant;

• Whether the cost of the renovation (e.g., materials and labor) is commensurate with the market rate for such goods and services;

• The relative cost of the renovation calculated as a percentage of the overall dollar size of the CSP grant allocated to the charter school;

• The relative cost of the renovation calculated as a percentage of the overall cost basis of the underlying property; and

• Whether the costs are non-sustained (i.e., “one-time” costs associated with the startup or expansion of the charter school).

**Example 1 - ALLOWABLE**

Allowable: A charter school is required under a Federal or State statute (e.g., the Americans with Disabilities Act (ADA)) to provide accessibility in the form of an elevator; without it, the school will not be permitted to operate. To comply, the charter school requests approval to amend its approved application to use $50,000 of its $900,000 CSP grant for expenditures it will incur (such as engineering drawings, labor, equipment, and materials) to install an elevator in its building that has a cost basis of $1 million. Assuming the cost of installing the elevator is reasonable and the proposed amendment to the approved application does not result in a substantial change in the scope or objectives of the grant, then the $50,000 renovation cost appears to be allowable, as 1) installation of the elevator is necessary to comply with a statute or regulation (i.e., the ADA); 2) the expenditure is necessary for the performance of the grant (i.e., opening and operating a new charter school); and 3) the renovation cost is reasonable insofar as it represents only 5.6 percent of the overall size of the grant and only 5-6 percent of the current cost basis of the real property (prior to the renovation) and, therefore, does not represent a significant grant expenditure under the grant project budget or in the context of the overall dollar cost of the real property.

**Example 2 - Unallowable**

A charter school requests approval to amend its approved application to use $250,000 of CSP grant funds to acquire commercial real property (a land parcel with a former warehouse) and renovate it for use as a permanent school facility for the charter school. In this scenario, the charter school may not use any CSP funds to acquire the property, as the acquisition of the property represents an unallowable capital expenditure for real property (34 CFR 75.533). Nor may the charter school use CSP funds to renovate the facility, unless the charter school can show that the renovations are “necessary” to ensure that the building complies with a specific statute or regulation (e.g., a State safety regulation requiring installation of a sprinkler system). In such a case, the charter school also must demonstrate that the cost for the renovation is necessary, reasonable, and allocable to the grant (2 CFR 200.403(a)). Further, if the renovation would result in a material increase in the value or useful life of the property, then the cost for the renovation would qualify as a “capital expenditure,” and the charter school would be required to obtain prior written approval from the Department or, in the case of a charter school Sub-grantee, the SEA (see response to Question #7 above and Uniform Guidance at 2 CFR 200.12, 200.13, 200.329, and 200.439).

A grantee may use CSP funds to acquire portable classrooms, provided that the classrooms are **temporary** and directly related to opening or preparing for the operation of a new charter school or replicated high-quality charter school, or expanding a high-quality charter school (see section 4303(b)(1) of the ESEA). In accordance with the cost principles in the Uniform Guidance, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the grant (2 CFR 200.403-200.405).

A grantee may not use CSP funds to construct permanent or non-portable classrooms on school property due to the regulatory prohibition against the use of Federal funds for construction (34 CFR 75.533).

Under section 4303(h)(3) of the ESEA, CSP funds may be used for minor facilities repairs (excluding construction). Examples of minor facilities repairs include repairing a leak in the roof, replacing a broken window, and repairing a furnace or air conditioning unit. In essence, minor facilities repairs neither add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition (2 CFR 200.452).

References and Additional Guidance

Additional information and guidance on budgeting, budget revision, and allowable expenses can be found in the CCSP Guidebook, as well as in the federal January 2014 CSP Nonregulatory Guidance.

Applicants should also be aware of the following relevant provisions [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](https://www.gpo.gov/fdsys/granule/CFR-2014-title2-vol1/CFR-2014-title2-vol1-part200/content-detail.html) and [Nonregulatory Guidance Student Support and Academic Achievement Programs](https://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf).

# CCSP Grant Final Checklist

|  |  |
| --- | --- |
| **🗸** | **Revising, Editing, and Formatting Application** |
|  | Does your lottery comply with the federal Charter Schools Program nonregulatory guidance? Has it been reviewed for compliance by CDE Schools of Choice? Has it been approved by your board and authorizer? |
|  | Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to CDE Schools of Choice for a “red flag” check)? |
|  | The budget period for the initial year of the grant is upon final approval through June 30. The budget period for subsequent years is July 1 – June 30. Does the proposed budget reflect this timeframe? |
|  | Have you stated things concisely and without redundancy, directing the reader to relevant, information previously mentioned in earlier sections? |
|  | Have people not involved in writing the grant proposal been used to edit the document and make sure that the document is clear and understandable? |
|  | Have you checked for grammatical errors and spelling mistakes? |
|  | Have you used bullets and headings to help the grant reviewer follow the main sections of your grant proposal? |
|  | Have you used a 12-point, standard font in your document? |
|  | Have you used 1-inch margins and formatted your proposal to print on 8.5” x 11” paper? |
|  | Is the Narrative section of the application limited to 26 pages (or 30 if applying for Focused Programming)? |

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| --- | --- |
| **🗸** | **Printing, Signing and Assembling Application** |
|  | Have you prepared the original or copy of the grant to be given to SOC? |
|  | Is your Narrative and appendices saved as one combined MS Word or PDF file? |
|  | Is the cover page and assurances (with appropriate signatures and certifications) printed and on top of each printed copy? |
|  | Have you attached as Appendix A your charter school’s enrollment policy and forms? |
|  | Did you include sheets 2-4 of the Excel CCSP Grant Budget as Appendix B? |
|  | Is your school’s multi-year budget (five years or more) included as Appendix C? |
|  | If requesting technology funds, is Appendix D: Technology Plan included? |
|  | If requesting funds for minor facility repair, is Appendix E: Minor Facility Repair Plan included? |
|  | Have you included Appendix F: Transportation Plan? |
|  | If requesting funds for a school or classroom-based library, is Appendix G: Library Development Plan included? |
|  | Have you included your Appendix H: Professional Development Plan? |
|  | Have you included your Appendix I: Performance Management Plan? |
|  | Have you cited the waivers to state statute and district policy that you will request or have requested as Appendix J? |
|  | Have you completed and included either Appendix K: Technical Assistance Proposal (2-Year) or Appendix L: Technical Assistance Proposal (3-Year)? |
|  | Have you provided the necessary Disclosure Information in Appendix M? |
|  | Have you provided the necessary SPF Reports in Appendix N? |
|  | Have you attained prior approval from CDE Schools of Choice for any additional attachments/appendices? |
|  | Have you stapled or binder-clipped each hard copy in the upper left-hand corner, refraining from using divider pages or binders? |

1. **Per Colorado Rule 1 CCR 301-25, 4204-R-5.05,** A School Bus shall be a motor vehicle, built to FMVSS and school bus standards…designed for transporting students on either to and from school, from school to school, or to school related events. 5.05(a) TYPE A --Type “A” school bus is a conversion or body constructed utilizing a cutaway front-section vehicle with a left side driver’s door and a gross vehicle weight rating (GVWR) of 21,500 pounds or less. 5.05(b) TYPE B --Type “B” school bus is a body constructed and installed upon a stripped chassis. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels. 5.05(c) TYPE C --Type “C” school bus is constructed utilizing a chassis with a hood and fender assembly. This includes the cutaway truck chassis, including cab, with or without a left side driver door, and with a GVWR greater than 21,500 pounds. The entrance door is behind the front wheels. 5.05(d) TYPE D --Type “D” school bus is constructed utilizing a stripped chassis, the engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels. The entrance door is ahead of the front wheels. [↑](#footnote-ref-1)