# Selection Criteria and Evaluation Rubric – New School Applicant

Part I: Application Introduction (No Points)

Complete applicant information as part of online application.

Part II: Program Assurances and Financial Risk Assessment Forms (No Points)

Complete and sign the program assurances form and attach it to the online application.

**Part III: Narrative (150 Points)**

The following criteria will be used by reviewers to evaluate the application. 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** in the Application Information section 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 will your school 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 school. Also, describe who is planning this school. Please identify and name strategies and/or plans you will put into place as to how you will address equity, diversity, and inclusion (EDI), including but not limited to, how the school is intentionally and actively recruiting and supporting a diverse student body. | | | | | |
| 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 this school should open, at this time, and in the geographic area and community in which it is planned. Include the following:    1. Identifies the needs of the community you plan to serve in terms of demographics, the range of educational options currently available, and range of performance outcomes typically seen.    2. Describes the planning team’s vision and mission for the school, including academic program and culture, and how this will uniquely meet the needs of a diverse community.    3. Explains the expected outcomes so that students will be successful in current and future postsecondary and workforce environments.    4. Briefly identifies and explains the grant project goals (which are the focus of Section B) and how they support the school in meeting the educational needs of the community. | 0 | 1 | 2 | 3 |  |
| 1. Describes the key founders and school organizational structure, including:    1. Identifies founders/board members and key leaders in the organizational structure, and briefly outlines their role(s) in the start of this school. Board is diverse, and representative of the community being served.    2. Briefly describes the relevant and diverse experience/expertise that equips each of them to support this school community. | 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. The combined vision/mission of the school presents compelling or innovative ideas about how the school will ensure ALL students 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).    4. Details are given as to how the school is intentionally and actively recruiting and supporting a diverse student body and is representative of the larger community. | 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 school 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 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 school. All grant spending, including future revisions to your budget and any extended Year 3 Performance Incentive 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. | | | | | |
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| 1. Each grant project goal has a justified purpose that supports the school in reaching their school performance goals (those identified in school’s charter contract).    1. Each grant project goal aligns with the vision and mission of the school (academic program and description of culture).    2. A completed CCSP Budget Template (Appendix B), and the grant project goals and expenditures in that budget align with the budget narrative. | 0 | 1 | 3 | 5 |  |
| 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 to progress monitor growth 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.   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 | 1 | 3 | 5 |  |
| 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 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 (Year 0 Planning only), or unreasonable recruiting (reasonable during planning stage, tapered in Year 1 Implementation and Year 2 Implementation).    4. Budget supplements, not supplants, state and local funding, and 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 (PPR) 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) 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, Appendix F: Transportation Plan and/or Appendix G: Library Development Plan are included and complete. | 0 | 1 | 3 | 5 |  |
| 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 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. | 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 school’s performance objectives. Be sure to include key design elements, rationale for the selection of this education model, and strategies for how EDI will be addressed. Also provide references supporting the 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 the school plans to serve. | | | | | |
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| 1. Justifies the core academic curriculum (content you intend to teach) for each content area, (including at minimum English Language Arts, Math, Science, Sociatudies, English Language Proficiency).    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.    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 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 school’s anticipated demographic. | 0 | 3 | 6 | 9 |  |
| 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. 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.    3. 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 | 6 | 9 |  |
| 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 and to drive and differentiate instruction. Include how you will leverage data to inform an equitable disciplinary system.    2. Identify the range of differentiation and intervention structures (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 | 1 | 3 | 5 |  |
| 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** | | | | |  |
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| 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 indicators, 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 | 1 | 1 | 2 |  |
| 1. The education program identified includes an integrated Multi-Tiered System of Supports (MTSS) 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 |  |
| 1. The selected curriculum/academic programming has been chosen based on the unique needs of the identified student body and takes into consideration equity, diversity, and inclusion (EDI) of all students. Curriculum is used to demonstrate the need for culturally/linguistically/neurodiversity of learners (culturally responsive instruction). | 0 | 1 | 1 | 2 |  |
| **Reviewer Comments:** | | | | | |
| **Priority Points Subtotal** | | | | |  |

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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, 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. All charter schools need to be ready to serve the group of students who choose to attend. In this section, describe your plan to offer a continuum of services for all types of students, including those that are educationally disadvantaged (such as low-income, special education, English learners, homeless, rural, migrant, and other at-risk students) and gifted and talented students to ensure they leave the school on track for college and/or living-wage jobs. | | | | | |
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| 1. Explains the school’s current projections of educationally disadvantaged students and other at-risk (rural, high-mobility, etc.) populations.    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 for enrollment (including any plan to utilize a weighted lottery) and ongoing support.    2. Based on the demographics in the area in which the school plans to open, and results of outreach efforts to date, provides a realistic projection for each category of educationally disadvantaged students. | 0 | 1 | 2 | 3 |  |
| 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.    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 appropriate training for staff aligned with the programs involving a diverse student population.    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 | 1 | 3 | 5 |  |
| 1. The identified programming addresses requirements of part B of the Individuals with Disabilities Education Act (IDEA), 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 Programming, 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, 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 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
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| 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 student 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 is 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** | | | | |  |

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| 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 | 3 |  |
| 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 | 2 | 3 |  |
| 1. The school clearly demonstrates the use of evidence-based interventions in its program design consistent with proven research to successfully address the identified needs for target student population. | 0 | 1 | 3 | 5 |  |
| 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 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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| **Section E: Staffing and Professional Development**  Provide an executive summary of the school’s staffing structure and professional development plans (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.    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 principal/school leader.    3. The staff recruitment plan is sufficiently sound to achieve the school’s opening and/or growth plan, and incorporates strategies that demonstrate the school’s ability to attract, recruit, and develop top talent. | 0 | 1 | 2 | 3 |  |
| 1. Provides an executive summary of the plan for professional development (PD) at your school.    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 | 2 | 4 | 6 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |
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| 1. Staffing is reflective of and responsive to the unique needs of the school’s diverse student population (i.e. intentionality in hiring a diverse staff and creating PD to support the school’s specific student population). 2. 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** | | | | |  |

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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, describe in detail how your school will have rigorous performance goals and adequate oversight to ensure quality implementation, operation, and accountability. | | | | | |
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| 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 | 2 | 3 |  |
| 1. Explains the rationale for a comprehensive set of performance goals and measures.    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), 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), 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 and how it will be shared.    3. 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 | 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. 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:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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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 and backgrounds that understands its own roles, responsibilities, and the unique needs of the community. In addition, the governing board has in place transition planning and ongoing professional development to address any gaps and 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 and is diverse and representative of the school community. | 0 | 1 | 2 | 3 |  |
| 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 | 2 | 3 |  |
| 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. Details the onboarding and training the board has already received, and the training the board still needs, along with when and how they will receive that training.    3. Describes board’s transparency processes (Sunshine Law, open meetings, and financial transparency compliance). | 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. 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. An explanation of the board selection process to ensure the board is reflective of and responsive to the unique needs of the school’s diverse student population.    3. 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:** | | | | | |
| **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 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:** | | | | | |
| **Focused Programming Subtotal** | | | | |  |

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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 open and operate with quality. In this section, demonstrate the vitality and long-term sustainability the new school has through outlining significant support from prospective parents, community members, and local organizations that indicates a dedication to developing and maintaining roots in the community. Be sure to address how you are engaging all parts of the community, how you are collecting input from those who don’t typically have a voice, and how you will maintain and strengthen those relationships over time. | | | | | |
| 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 school.    1. Describes the current level of parent engagement in the new school, 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. Identifies long-term plans to maintain and grow parent and community support of all stakeholders. | 0 | 1 | 2 | 3 |  |
| 1. Establishes a strong effective network of external support.    1. Identifies specific areas in which the school is seeking support (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 external partners to help build the network of support available to them. | 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. 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:** | | | | | |
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| **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 so that they can 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 they 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 demonstrates both financial viability, sustainability, and autonomy 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 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 new 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. Provides a plan to hire and train internal business management staff, including a timeline for how any initial 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 | 3 |  |
| 1. Ensures continued quality implementation and operation after the grant expires.    1. Notes which federal title funds the charter school will be receiving 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 wait list or list of interested families sufficient to justify the budget and achieve the school’s opening and growth plan.    4. Demonstrates financial health through actual and/or projected cash reserves suitable to its age and size. | 0 | 1 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

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| **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.    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 | 2 | 3 |  |
| 1. Justifies the school’s facility plan.    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 | 2 | 3 |  |
| **Reviewer Comments:** | | | | | |
| **Selection Criteria Subtotal** | | | | |  |

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| **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: 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 the founding team. | 0 | 1 | 2 | | 3 |  |
| 1. The technical assistance proposal (Appendices L & M) is complete and included in the appendices (part IV). | Information Not Provided or More Information Needed | | | Information Complete and Included | | |
| □ | | | □ | | |
| **Reviewer Comments:** | | | | | | |
| **Selection Criteria Subtotal** | | | | | |  |