



COLORADO
Department of Education

REQUEST FOR PROPOSAL

Applications Due: Wednesday, October 18, 2017 by 11:59 PM

CCSP Grant and Application Training: Wednesday, August 16, 2017, 9:00 AM – 4:00 PM

Intent to Submit and Eligibility Forms Due: Wednesday, August 23, 2017 by 11:59 PM

COLORADO CHARTER SCHOOLS PROGRAM GRANT 2017-2018

For program questions contact:

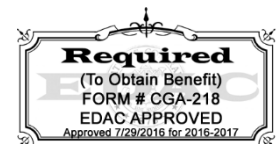
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**Colorado Department of Education
Schools of Choice
Choice and Innovation Unit**

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Colorado Charter Schools Program 2017-18 Grant Calendar

Saturday, July 01, 2017	<i>Reminder</i>	<i>REMINDER:</i> CCSP Year 1 and Year 2 Implementation grant recipients can begin incurring expenses for the 2017-18 grant year, though expenses cannot be reimbursed until the 2016-17 annual financial report (AFR) is approved and the initial 25% of 2017-18 award is released, upon request	
Tuesday, August 15, 2017	Deadline	DUE DATE: Final 2016-17 request for funds (RFF) for the CCSP grant (for all subgrantees <u>not</u> receiving an extension)	11:59 PM
Wednesday, August 16, 2017	Event	CCSP Grant and Application Training	9:00 AM—4:00 PM
Wednesday, August 23, 2017	Deadline	DUE DATE: CCSP Grant Intent to Submit and Eligibility forms	11:59 PM
Wednesday, August 23, 2017	Event	CCSP Grant Renewal Proposal Webinar	12:00 PM – 2:00 PM
Friday, August 25, 2017	Event	Authorizers Meeting	9:00 AM – 12:00 PM
Friday, September 8, 2017	Event	Annual Finance Seminar	8:00 AM – 4:00 PM
Wednesday, September 13, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Friday, September 15, 2017	Deadline	EXTENDED DUE DATE: Final 2016-17 RFF for the CCSP grant (for all grantees receiving an extension)	11:59 PM
Friday, September 15, 2017	Deadline	DUE DATE: CCSP grant reviewer applications	11:59 PM
Monday, September 18, 2017	<i>Reminder</i>	<i>REMINDER:</i> Constitution Day is Sunday, September 17th - all schools receiving federal funding are required to teach to the U.S. Constitution on this day	
Tuesday, September 19, 2017	Event	CCSP Grant Budget Workshop	1:30 PM – 4:00 PM
Friday, September 29, 2017	Deadline	DUE DATE: CCSP 2016-17 AFR (for all 2016-17 subgrantees)	11:59 PM
Friday, September 29, 2017	Deadline	DUE DATE: CCSP final report (for all 2016-17 Year 2 Implementation subgrantees)	11:59 PM
Wednesday, October 04, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Wednesday, October 04, 2017	Deadline	SUBMISSION DEADLINE: CCSP renewal proposals	11:59 PM
Wednesday, October 18, 2017	Deadline	SUBMISSION DEADLINE: CCSP grant applications	11:59 PM
Friday, October 20, 2017	Event	CCSP Grant Reviewer Distribution and Training - <i>by invitation only</i>	1:00 PM – 4:00 PM
Friday, October 27, 2017	Event	Board Fundamentals	9:00 AM – 2:00 PM
Thursday, November 02, 2017	Event	CCSP Grant Application Review - <i>by invitation only</i>	9:00 AM – 3:00 PM
Wednesday, November 08, 2017	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Tuesday, November 14, 2017	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Friday, November 17, 2017	Event	Business Managers Network Meeting	9:00 AM – 3:00 PM
Friday, November 17, 2017	Deadline	NOTIFICATION: CCSP grant awards	5:00 PM
Tuesday, November 28, 2017	Event	CCSP Grant Post-Award Webinar	12:30 PM – 3:30 PM

December 2017 – January 2018	<i>Reminder</i>	REMINDER: Ask authorizer about combined application for federal funds and federal programs	
Friday, December 01, 2017	Event	Authorizers Meeting	9:00 AM – 12:00 PM
Tuesday, December 05, 2017	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Friday, December 8, 2017	Event	CCSP Grant Budget Workshop	8:30 AM – 11:00 AM
Monday, December 18, 2017	Deadline	DUE DATE: CCSP grant recipients - deadline for submitting required application and budget revisions	11:59 PM
Tuesday, January 16, 2018	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Friday, January 26, 2018	Event	Business Managers Network Meeting	9:00 AM – 3:00 PM
Wednesday, February 07, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Tuesday, February 27, 2018	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Thursday, March 01, 2018	Event	Authorizers Summit (at Colorado Charter School Conference)	9:00 AM – 1:00 PM
February – April 2018	<i>Reminder</i>	REMINDER: CDE Grants Fiscal desk review of all CCSP grant recipients	
March – May 2018	<i>Reminder</i>	REMINDER: Site visit for CCSP Year 1 Implementation grant recipients	
Friday, March 09, 2018	Event	Business Managers Network Meeting	9:00 AM – 3:00 PM
Tuesday, March 13, 2018	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Wednesday, March 14, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 3:00 PM
Friday, March 30, 2018	Deadline	DUE DATE: Absolute deadline for CCSP grant recipients to submit charter contract and revisions	11:59 PM
April – June 2018	<i>Reminder</i>	REMINDER: Ensure your district is applying to CDE on your behalf for waivers to state statute.	
April – June 2018	<i>Reminder</i>	REMINDER: CDE program desk review of all CCSP grant recipients	
Wednesday April 18, 2018	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
Thursday, April 19, 2018	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
Friday, April 20, 2018	Event	Charter School Boot Camp	8:30 AM – 4:00 PM
Friday, April 28, 2018	Deadline	DUE DATE: CCSP request to extend period to July 31, 2018 – extenuating circumstances ONLY	11:59 PM
Friday, May 04, 2018	Event	Western Slope Combined Seminar	9:00 AM – 3:00 PM
Friday, May 11, 2018	Event	Business Managers Network Meeting	9:00 AM – 3:00 PM
Tuesday, May 15, 2018	Event	Topic-based Webinar	11:00 AM – 12:30 PM
Friday, May 18, 2018	Event	Authorizers Meeting	9:00 AM – 12:00 PM
Friday, June 01, 2018	Event	Board Fundamentals	9:00 AM – 2:00 PM
Wednesday, June 06, 2018	Event	Administrator Mentoring Cohort Meeting	8:30 AM – 12:00 PM
Friday, June 29, 2018	<i>Reminder</i>	REMINDER: Ensure your waivers to state statutes have been approved	
Friday, June 29, 2018	<i>Reminder</i>	REMINDER: End of fiscal year for all grants (all grant funds must be obligated; all technical assistance requirements completed)	

Grant calendar updates can be found on the [CDE website](#)
CDE Schools of Choice can be contacted at SOC@cde.state.co.us

Legend:

CCSP Grant	Business Office
Authorizers	Governing Board
Administrators	Extra

Colorado Charter Schools Program Grant 2017-18

Background

Authorized by title V, part B, subpart 1 of the Elementary and Secondary Education Act (ESEA)¹ 20 USC 7221-7221j, the federal Charter Schools Program (CSP) provides funding to State Educational Agencies with the purpose to increase national understanding of the charter school model and to expand the number of high-quality charter schools available to students across the nation by providing financial assistance for planning, program design and initial implementation of charter schools, and to support the dissemination of information about, including successful practices in, charter schools.

Purpose of the Grant

Colorado Department of Education (CDE) has received a competitive grant under this federal program for 2015-2018 to carry out the following objectives within Colorado.

- Increase the number of new, high-quality charter schools and expand the number of high-quality charter school places that enable all students to become educated and productive citizens capable of succeeding in society, the workforce, and life
- Build and grow capacity among authorizers, board members, administrators, and staff at new and existing charter schools to conduct quality authorizing, exert effective school leadership, implement quality, high-impact educational practices, and engage in continuous school improvement, so that all students become educated and productive citizens capable of succeeding in society, the workforce, and life

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

Eligible Applicants

In order to be eligible to apply, applicants must meet the definition of a new charter school or a one-time, significant expansion.

All CCSP grant applicants must demonstrate they meet the following federal definition of a charter school in the ESEA², Pub. L. 107-110, section 5210(1), in order to be eligible for Colorado Charter Schools Program funds:

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

¹ Note: On December 10, 2015, the President signed into law the Every Student Succeeds Act (ESSA), Public Law 114-95, which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB). Under section 5(c) of the ESSA, CSP grants awarded in FY 2016 and earlier years will operate in accordance with the requirements of the ESEA, as amended by NCLB, and any continuation awards applicable to these grants also will operate in accordance with such requirements.

² Ibid.

- c) operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency;
- d) provides a program of elementary or secondary education, or both;
- e) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious instruction;
- f) does not charge tuition;
- g) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, x and part B of the Individuals with Disabilities Education Act;
- h) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
- i) agrees to comply with the same Federal and State audit requirements as do other elementary and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
- j) meets all applicable Federal, State, and local health and safety requirements;
- k) operates in accordance with State law; and
- l) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured 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.

In addition, CCSP applicants must demonstrate eligibility as either a “New Charter School” or a “One-time, Significant Expansion” of an existing charter school, as outlined below.

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.

Schools that have received a CCSP subgrant under another school name or before being reconstituted are not eligible, unless they meet the one-time, significant expansion definition below.

A charter school applying 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 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.

One-time, Significant Expansion of an Existing Charter School

U.S. Department of Education has authorized the Colorado Department of Education to issue on its behalf waivers to section 5202(d)(1) of the ESEA³ to allow highly successful charter schools in Colorado that have previously received a CCSP subgrant to be eligible for one additional subgrant for the purpose of substantial expansion, so long as the following criteria are met:

- The expanding school must demonstrate it fully completed the requirements of any previous CCSP subgrant prior to applying for a One-time, Significant Expansion subgrant.

³ Ibid.

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

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

Eligibility for application for the CCSP grant as a one-time, significant expansion will be assessed based on the above conditions and verified through submission of the CCSP Grant Intent to Submit and Eligibility forms.

Multiple Charters

The January 2014 CSP Nonregulatory Guidance strictly prohibits CDE from funding a new charter school that is a part of a school system that would automatically transition students from an existing charter into the new charter school.

School systems that want to automatically transition students from one charter into a related, new charter school can apply for the CCSP grant as a one-time, significant expansion and still maintain an admissions pipeline to automatically transition students so long as the students flowing into the applicant school would only transition automatically from one other school. When applying for the CCSP grant as a new charter school, the applicant school must otherwise demonstrate that it is “separate and distinct” from other school(s) operating under the same charter contract or under one governing board.

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, is identified to administer the grant, 34 CFR 75.700-75.702 and 76.701. Contracts between schools and ESPs will be subject to review as a part of the eligibility process.

Regulations and Guidance

Applicants should also be aware of the following relevant provisions: January 2014 CSP Nonregulatory Guidance and 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and Nonregulatory Guidance Student Support and Academic Achievement Programs.

Proof of Eligibility

Prior to applying for a CCSP grant, applicants must submit a CCSP Grant Eligibility form and its requested information by **August 23, 2017**. Additional information may subsequently be requested by CDE Schools of Choice 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 and Enrollment Requirements

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

Exemptions from the Lottery

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

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

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

Weighted Lotteries

This 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 are provided the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed.

Colorado charter schools applying for or in receipt of a CSP subgrant 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 ESEA⁴ for the limited purpose of providing greater choice to students covered by those provisions.
- To all or a subset of educational disadvantaged students that are described under section 1115(b)(2) of the ESEA⁵, 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 subgrantee 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.

⁴ Ibid.

⁵ Ibid.

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

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 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.

- 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 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.

Available Funds

Current funds available amount of approximately \$15,000,000 for new CCSP grant awards for the 2017-18 award cycle (subject to a 2017-18 federal funding allocation).

Grant applicants may request up to \$743,250 over a two- or three-year period. The estimated range of awards and allocation schedule is outlined below. Subsequent CCSP Implementation grants are subject to a renewal process. Applications that reach a higher score through priority points will receive greater funding (see tables on page 13). Priority points will be considered only once an application has met the minimum criteria of fundable.

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 request does not exceed \$1,750 per full-time student (based on the expected number of students the grant would be helping to cover).

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.

Duration of Grants

The federal CSP program stipulates that not more than 36 consecutive fiscal months of funding be provided to any one subgrant, with not more than 24 months in implementation phase, thus the CCSP grant has been set up to be awarded over two or three sequential fiscal years.⁶

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. Base award amounts and allocations by year will be as follows:

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

Type of Award	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded
Standard Award	\$346,905	\$340,845	\$687,750
High Scoring Award	\$386,100	\$357,150	\$743,250

Three-Year Funding Level, New Schools or Expansion Projects Applying During Planning Year

Type of Award	Planning Year Allocation	Year 1 Implementation Allocation	Year 2 Implementation Allocation	Total Funds Awarded
Standard Award	\$229,250	\$229,250	\$229,250	\$687,750
High Scoring Award	\$247,750	\$247,750	\$247,750	\$743,250

CCSP grants are renewed as a result of the 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 application. A school whose renewal proposal does not reach a minimum score will not be funded. Access to up to 25% of the next

⁶ Schools awarded in Planning Year that due to unforeseen circumstances fail to open the subsequent year may be allowed to continue in planning phase for an additional 12 months; however, if the school fails to open that subsequent year they may forfeit a portion or all of their remaining award.

year's anticipated award may be requested before the renewal proposal is approved, subject to a completed and approved AFR for the previous grant year.

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.

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 ESEA⁷, title V, part B, section 5204(f)(3), grant funds must be used for the following:

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

Further details on allowable use of funds can be found in the budget instructions section of this RFP, as well as in the CCSP Guidebook, which serves as a resource companion for the CCSP grant and program.

Participation, Evaluation and Reporting

The CCSP grant is available to charter schools that are able to:

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

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

Technical Assistance

CDE places great value on providing high-quality support and training to subgrantees based on research-proven best practices as a means of ensuring high-quality school programs. Subgrantees will be required 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 is available in the technical assistance section below and in the

⁷ Ibid.

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

Risk Assessment

Under all federal programs, CDE is required to assess subgrantees 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. This includes assessing the performance of ESPs as it relates to subgrantees' successful operations.

Award amounts may be reduced if subgrantees do not adhere to the terms of their grant; 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 subgrantees comply with all requirements of the program.

Evaluation

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

- **Planning Year-** a desk review is conducted at the end of the planning year to ensure that there is a signed contract and waivers on file, technical assistance is completed, grant award spending is timely, and an AFR has been submitted.
- **Year 1 Implementation** - a site visit is conducted by grant program staff to review a list of indicators to identify progress toward grant objectives, spending according to budget, educational programming, enrollment procedures, receipt of other federal funds and compliance to various other requirements, including fulfillment of TA, review of certifications, and submission of the AFR.
- **Year 2 Implementation** - A Charter School Support Initiative (CSSI) 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 in the technical assistance section of the CCSP Guidebook.

Schools that fail to adhere to subgrantee 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.

Subgrantees will be required to:

- Join [CDE Schools of Choice listserv](#). 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 during the full two- or three-year grant cycle. 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.
- Financial reporting: 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, subgrantees risk losing their funds for the following year.
- 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 (EDGAR §80.32, §74.34)

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

Change of Status: Should the charter school change to non-charter status within ten years of receiving a CCSP grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

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 Colorado Charter Schools Program 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.

Grant 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 Intent to Submit and Eligibility forms (attached to this RFP and available on the CDE website) should be completed, and submitted to CDE Schools of Choice by the deadline following the training. 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 for dates.)

CCSP Grant Application Modules

CDE Schools of Choice is no longer offering grant writing consultation. In lieu of this service, CDE is preparing technical assistance for grant writers' enrichment, in particular components of the grant, to enhance their ability to address its content goals. Exemplars and short modules on the following topics are posted on the CDE Schools of Choice website:

- Discerning and Writing Meaningful Project Goals and Budget Narrative
- Understanding and Writing to Curriculum and Program Design
- Effective Planning for Educationally Disadvantaged Students

- The Importance of a Professional Development Plan
- What is Accountability and Accreditation
- Community and Board Governance
- Setting up a Business Office for your Charter School

Other resources:

[Starting Strong: Best Practices In Starting A Charter School](#)

Review Process

The CCSP grant application is competitive. A broad-based committee of individuals with knowledge of systemic school reform and the charter school concept will review CCSP grant applications. Review will be based on the specific criteria listed in this RFP.

Each segment of the application is rated according to the CCSP Grant Selection Criteria and Evaluation Rubric within this RFP. 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. Note: Applications must meet the minimum score criteria for funding prior to the award of additional priority points.

CDE program staff will review applications for completeness, adherence to certifications, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine if the application is in compliance with the Education Department's General Administrative Regulations (EDGAR) and the substantive requirements of the CCSP grant.

Award Process and Start Date

- By Friday, November 17, all applicants and their fiscal agent (authorizer) will receive notification on the status of their application via email.
- If approved for funding, the 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 subgrantees will be **required** to participate in a CCSP Grant Post-Award Webinar, Tuesday, November 28, 2017.
- 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 subgrantee has final approval.
- A follow-up email from CDE Grants Fiscal will provide necessary grant fiscal documents (Grant Award Notification and Request for Funds) 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

CCSP grant funds are distributed using one single 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. One-time, significant expansion applicants **MUST** have (a) already received approval from their authorizer for expansion or (b) have an amended application or renewal pending with their authorizer. 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, 2018. A charter school may submit only one application per fiscal year (July 1 to June 30).

Please note the CCSP grant application deadline is 11:59 PM. **Applications submitted late or incomplete will not be considered.** CDE is required to enforce the established deadline to ensure fairness to all applicants. We suggest that you submit your application several days before the deadline, and we strongly recommend that you do not wait until the last day to submit your application.

Submit the electronic copy of the entire application by
11:59 PM on Wednesday, **October 18, 2017** to:

CompetitiveGrants@cde.state.co.us

The electronic version should include all required components as one document.
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.

AND

Postmark the original plus one copy (via mail)
by Thursday, October 19, 2017 to:

**Colorado Department of Education
Competitive Grants and Awards
1560 Broadway, Suite 1450
Denver, CO 80202**

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.

Application elements **must** be submitted in the following sequence:

Part I: Cover Page, with signatures and certifications initialed

Part II: Narrative

- A. Executive Summary
- B. Grant Project Goals and Budget Narrative
- C. Research-based Program/Comprehensive Design Aligned with Standards
- D. Educationally Disadvantaged Students
- E. Professional Development Plan and Goals
- F. Accountability and Accreditation
- G. Parent/Community Involvement and Board Governance
- H. Networking and External Support
- I. Business Capacity
- J. Facilities
- K. Continued Operation
- L. Technical Assistance

Part III: Appendices

- A. Charter School Enrollment Policy: Include lottery protocol and application form(s)
- B. CCSP Grant Budget: Electronic Excel spreadsheet, print sheets 2-4 for hard copies
- C. Charter School Annual Budget: Include last audited financial statement (no more than 2 pages) and long-term budget showing five or more years
- D. Technology plan: If requesting funds for technology
- E. Library development plan: If requesting funds for school or classroom-based library resources
- F. Professional development plan: Required of ALL applicants
- G. Performance management plan: Required of ALL applicants
- H. Waivers sought: List of state statutes and their titles from which the charter school has been waived (this may be different from what was *requested*). Do not submit the entire waiver request; limit response to one page.
- I. Technical assistance proposal: Required of ALL applicants
- J. Disclosure information: Required of ALL applicants

Application Format

- All pages must be standard letter size (8.5" x 11")
- Use 12-point Times New Roman, Arial, or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section of part II identified in the CCSP Grant Selection Criteria and Evaluation Rubric. State each part, section number, and title in **bold**.
- Part II: Narrative cannot exceed **25 pages**.
- Number all pages.
- Do not use a table of contents page or divider pages.
- Cover Page and Certification and Assurance must include **original signatures**.
- 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 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 include cover pages for the attachments. Do not send any material that must be returned.

Technical Assistance Information

A narrative on the applicant school’s technical assistance proposal is required in Part II: K. Continued Operations of the application and a technical assistance proposal must also be completed and included as Part III: Appendix I.

CDE places great value on providing high-quality support and training based on research-proven best practices that are intentionally designed to improve each school’s chance for success. This is why participation in technical assistance events is expected of grant recipients. There is flexibility 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 must be completed and submitted to CDE Schools of Choice PRIOR TO any individualized training for pre-authorization, and credit will be issued once the authorized training request form is resubmitted with reflections on professional development gains from the training.

Technical Assistance Requirements	Events Per Year	Planning Year*	Year 1 Implementation	Year 2 Implementation
Subgrantee Support				
CCSP Grant and Application Training	1	Required		
CCSP Grant Budget Workshop	2	Encouraged		
CCSP Grant Post-Award Webinar	1	Required		
CCSP Grant Renewal Proposal Webinar	1		Required	
CCSP Implementation Grant Site Visit	CDE Schools of Choice schedules with school		Required	
Charter School Support Initiative Webinar	recording			Encouraged
Charter School Support Initiative Site Visit	CSSI team lead schedules with school			Required

Governing Board Support				
Charter School Board Training Modules	30 modules, complete collectively	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	
Board Fundamentals	2	Required		
Specialized Governing Board Training	scheduled individually	Encouraged	Encouraged	Encouraged
Topic-based Webinar	4 to 6			
Colorado or National Charter Schools Conference Breakout Sessions	scheduled individually	Encouraged	Encouraged	Encouraged
Performance Management Training	scheduled individually	CDE School Performance Framework training or tutorial required	CDE Unified Improvement Plan training required	Board self-assessment required
		Data dashboard with academic, culture, financial and operational measures required		Strategic planning training required
Administrator Support				
Administrator Mentoring	scheduled individually	8-10 hours required	32-40 hours required	20-25 hours required
Administrator Mentoring Cohort Meeting	6			
Specialized Instructional Leadership Training	scheduled individually	3 required	4 required	4 required
CDE Unified Improvement Plan Training	scheduled individually			
Business Office Support				
Annual Finance Seminar	1		Required	Required
Business Managers Network Meeting	4	1 required		
Specialized Business Office Training	scheduled individually		3 required	3 required

* For schools entering the CCSP grant in Year 1 Implementation, the technical assistance requirements are modified. Please see Appendix I: 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 two- or three-year grant
- 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 all years 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, 2018***. The budget period for CCSP Implementation grant is from July 1 – June 30. The proposed subgrantee 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 subgrantee not submitting an original budget revision within 30 days of the date of the grant award letter may be subject to losing their grant award.

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

General Guidelines 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 categorized chronologically by year, rather than project number, are more easily read, and therefore, expedite approval.
- Do keep in mind that budget submissions can go through several reviews prior to approval; budget *time* adequately.
- Up to \$100 per hour can be budgeted for administrator mentoring costs.

- 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, 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 requirements outlined in **(300) Purchased Professional and Technical Services** under Support Program following procurement policies.

Allowable Costs

To ensure that federal funds go as far as possible, proposed budgets must adhere strictly to the federal policy to “**supplement and not supplant**” (ESEA⁸ Sec.5205(b)(3)(C)) any federal, state, and local moneys being provided to the school. 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. The following is provided to assist in the preparation of the budget.

- CURRICULUM alignment 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 related to employee and lease contract are allowed. If this fee is submitted beyond the first year, additional information must be provided to support the request. This cannot be recurring as this is intended to cover the initial review and set up of these contracts.
- MARKETING COSTS (LIMITED) – a maximum of \$10,000 in Planning Year and \$5,000 in Year 1 Implementation. Subgrantees cannot purchase promotional items as outlined in the section below.
- SALARIES – ONLY one administrator and one key staff person for **three** months prior to school opening. Required information includes name, title, list of activities funded by the grant, percentage of time per week, and length of time grant funding will be used to cover the salary. Instructional salaries are not allowed under this grant. Time and effort documentation is required for all personnel compensated with federal funds 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.
- RECURRING COSTS are expected to shift to the operating budget for Implementation Years 1 and 2. Due to scale-up, this might not always be possible, so routine costs will only be allowed in Implementation Years 1 and 2 for expenditure associated for newly added cohorts/grades/classrooms. Schools that are unable to cover all or part of recurring costs for Implementation Years 1 and 2 with their operating budget can include the gap expense in their CCSP budget, but this requires an explanation in the line item narrative and certification by the school that these costs cannot be covered by Implementation Years 1 and 2 operating budgets.

⁸ Ibid.

- Site licenses for software are considered a recurring, operational cost and will not be allowed in Implementation Year 2.
- Telephones
- Computers for staff and students

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

Recurring Costs

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 items **CANNOT** be funded and should not be requested.

- Architecture fees
- Before and after school programs
- Bus passes
- Building insurance costs are considered facility cost
- Capital expenses, such as remodeling, American with Disabilities (ADA) compliance work, technology leases, elevators, water main valves, vans, tractors, bobcats, permanent fixture of equipment/furniture (rental or occupancy costs will be considered for a reasonable period of time before the school opens)
- 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
- Promotional/novelty items for advertising, events or recruiting
- 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.
- Program expenses outside of the scope of the school’s charter or K-12 education; i.e., before/after school programs and preschool
- Colorado League of Charter School’s accountability self-studies and site visit expenses
- Colorado League of Charter School’s or other retreats, unless based on needs assessment
- Out-of-state travel unless it can be demonstrated that the goal of the travel cannot be accomplished in-state (no out-of-country travel is permitted)

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 subgrantee responsibility to follow their established procurement procedures. The grant requires **ALL** services that require a Contract or Memorandum of Understanding (MOU) follow the established subgrantee procurement procedure to ensure there is no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

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

Equipment

Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried according to EDGAR, §80.32, §74.34.

(735) Equipment - Generally items over \$125 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.

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

Furthermore, “small and attractive” items, such as iPads, iPhones, tablet computers, laptops, microscopes, or any desirable item that could fit in a backpack must be considered equipment and inventoried, regardless of cost. Even though individual computers rarely meet established thresholds for capitalization from an

accounting standpoint, they are referred to as equipment in the grant program. The budget narrative should provide ample details about what items are being considered for purchase and their estimated cost.

References and Additional Guidance

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

Applicants should also be aware of the following relevant provisions [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) and [Nonregulatory Guidance Student Support and Academic Achievement Programs](#).

CCSP Grant Final Checklist

✓	Revising, Editing, and Formatting Application
	Does your lottery comply with the federal Charter Schools Program, title V, part B of the ESEA ⁹ 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, 2018. 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?
	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 body of the application limited to 25 pages?

✓	Printing, Signing and Assembling Application
	Have you prepared two (one original and one copy) hard copies of the grant to be given to CDE?
	Is your Narrative saved as a Word file? Do not send Narrative as a PDF. Appendices may be submitted as a PDF document.
	Is the cover page (with appropriate signatures and certifications) printed and on top of each printed copy?
	Have you attached as Appendix A your charter school’s 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 your Technology Plan included as Appendix D?
	If requesting funds for a school or classroom-based library, is your Library Development Plan included as Appendix E?
	Have you included your Professional Development Plan as Appendix F?
	Have you included your Performance Management Plan as Appendix G?
	Have you cited the waivers you will request or have requested in Appendix H?
	Have you completed and included your Technical Assistance Proposal as Appendix I?
	Have you provided the necessary Disclosure Information in Appendix J?
	Have you attained prior approval from CDE Schools of Choice for any additional attachments/appendices?
	Have you stapled or binder-clipped each copy of the proposal in the upper left-hand corner and did you refrain from using divider pages or binders?

⁹ Ibid.

Colorado Charter Schools Program 2017-18 Grant Application

PART IA: COVER PAGE *(Complete and attach as the first page of proposal)*

Name of Charter School:

Amount Requested for 2017-2018:

Number of students for 2017-2018:

Type of Eligible Applicant: New Charter School One-time, Significant Expansion

Mailing Address *(Street, City, State, Zip):*

School Grant Contact Person, Title

(May not be a member of a EMO or collaborative):

Telephone:

Email:

Signature:

Authorizer (LEA) Information

LEA DUNS #¹⁰:

CDE District Code:

CDE School Code:

NCES ID:

Authorizer:

Mailing Address *(Street, City, State, Zip):*

Authorizer Grant Contact Person, Title *(Authorized Representative):*

Telephone:

Email:

Signature:

Authorizer Superintendent/Executive Director:

Signature:

Authorizer Board President:

Signature:

Authorizer Fiscal Manager *(Please note: Charter schools within a district must list the District Fiscal Contact. Institute charter schools must list the CSI Fiscal Contact.)*

Fiscal Manager:

Telephone:

Email:

Signature:

¹⁰ Per 2 CFR chapter I part 25 and the Office of Management and Budget guidance on FFATA subaward and Executive Compensation Reporting issued on August 27, 2010, subawards can only be made to entities with DUNS numbers. To be eligible for award, entities must register for and/or provide their DUNS number to the Colorado Department of Education as part of their application. Entities may register or request their current DUNS number by visiting <http://fedgov.dnb.com/webform> or by calling 866-705-5711.

Please note: If grant is approved, funding will not be awarded until all signatures are in place

Required Information:					
Year School Started / Will Start:			Year Charter Expires:		
Previous Colorado Charter Schools Program Grant Funding Level Year _____ Amount _____ N/A: <input type="checkbox"/> Year _____ Amount _____ Year _____ Amount _____			School accreditation level from School Performance Framework (if already operating a school(s)) Performance <input type="checkbox"/> Improvement <input type="checkbox"/> Priority Improvement <input type="checkbox"/> Turnaround <input type="checkbox"/> N/A <input type="checkbox"/>		
Percentage of Students Qualifying for Free or Reduced Lunch (indicate if actual or approximate):					
Percentage of Students with an Individualized Education Program (indicate if actual or approximate):					
October 1 Count (actual) or Projected Enrollment					
2017-18	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2018-19	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2019-20	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
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:
Federal Program Funds the Charter School Will Be Applying For <i>(Check with your school district to understand how these funds may be or are available to your charter school)</i>					
<input type="checkbox"/> Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies <input type="checkbox"/> Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals or Other School Leaders <input type="checkbox"/> Title III: Language Instruction for English Learners and Immigrant Students <input type="checkbox"/> Title IV, Part A: Student Support and Academic Enrichment Grants <input type="checkbox"/> Title V, Part B: Rural Education Initiative					
Amount Requested (for all three years, mark N/A if not applying in planning year).					
Planning Year					
Year 1 Implementation					
Year 2 Implementation					

Part IB: Certification and Assurance

Colorado Charter Schools Program Grant

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

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

Charter school / authorizer partnerships that accept funding through the Colorado Charter Schools Program grant agree to the following certifications:

- 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 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 section of the CCSP grant request for proposal, including participation in CDE Schools of Choice annual evaluations, studies and surveys and submission of annual financial reports, final grant report and supporting documentation.
- 3. 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 email listserv for the life of the grant.
- 4. 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, gender, national origin, color, disability, or age.
- 5. Recipients will be aware of and comply with all provisions of the ESEA¹¹), including, but not limited to, provisions on title V, part B, subpart 1, title IX, Boy Scouts of America Equal Access Act, Armed Forces

¹¹ Ibid.

- 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, Pub. L. 107-110.
- 6. Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, , part B of the Individuals with Disabilities Education Act ,and [2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards](#) and [Nonregulatory Guidance Student Support and Academic Achievement Programs.](#)
 - 7. 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.
 - 8. Recipient schools and their authorizer will ensure knowledge of and compliance with all provisions of U.S. Department of Education 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.
 - 9. Applicant has provided the school’s authorizer with “adequate and timely notice” of this grant application including the opportunity to review the complete CCSP application prior to submission
 - 10. 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, Pub. L. 107-110, section 5208.
 - 11. Authorizer recipients ensure 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.
 - 12. Recipient schools and their authorizer will be aware of and comply with ESEA¹², title V, part B [20 USC 7221c. section 5204, (e)(4)(B)], which states, “A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay.”
 - 13. 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.
 - 14. Recipients shall maintain 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. The recipient further agrees to comply with all

¹² Ibid.

federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits.

- 15. Recipients shall ensure that none of the funds authorized under the ESEA¹³, 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, Pub. L. 107-110, section 9526).
- 16. 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 regarding the appropriate disposition of assets purchased under this grant.
- 17. Recipient schools will ensure that they will budget for and comply with the required Charter School Support Initiative visit according to their projected student count for the year of the visit.
- 18. 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.
- 19. Recipient schools will use an independent auditor for annual financial audits that is different from their authorizer's auditor.
- 20. 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.
- 21. 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.
- 22. 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 subgrantee, 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.
- 23. 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.
- 24. Recipient schools and their authorizer certify that a high degree of autonomy is built into its charter contract, and that they have sought, or will seek, all the appropriate automatic and other waivers to support the level of autonomy negotiated in their charter contract.
- 25. Recipient schools and their authorizer certify that their charter contract allows the opportunity for the school to purchase services via a third party.
- 26. Recipient schools will ensure the governing body is apprised of the requirements of the grant and their obligation to complete technical assistance requirements or risk delayed or suspended grant funds.

¹³ Ibid.

- 27. 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.
- 28. 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.

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

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

Name of School District Superintendent or Charter School Institute Executive Director	Signature of School District Superintendent or Charter School Institute Executive Director
Name of School District Board of Education President or Charter School Institute Board President	Signature of School District Board of Education President or Charter School Institute Board President
Name of School District or CSI Authorized Representative	Signature of School District or CSI Authorized Representative
Name of Charter School Authorized Representative (Grant Contact)	Signature of Charter School Authorized Representative (Grant Contact)
Name of Authorizer Fiscal Manager	Signature of Authorizer Fiscal Manager

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(Printed)
Charter School Board President

Signature
Charter School Board President

Name (Printed)
Charter School Authorized Representative

Signature
Charter School Authorized Representative

Colorado Charter Schools Program Grant 2017-18 Evaluation Rubric Scoresheet

Applicant:

Part I:	Cover Page Certification and Assurance Form	No Points
Part II:	Narrative	
	Section A: Executive Summary	/6
	Section B: Grant Project Goals and Budget Narrative	/21
	Section C: Research-based Program/Comprehensive Design Aligned with Standards	/24
	Section D: Educationally Disadvantaged Students	/8
	Section E: Professional Development Plan and Goals	/5
	Section F: Accountability and Accreditation	/11
	Section G: Parent/Community Involvement and Board Governance	/8
	Section H: Networking and External Support	/4
	Section I: Business Capacity	/11
	Section J: Facilities	/6
	Section K: Continued Operation	/8
	Section L: Technical Assistance	/3
	Subtotal	/115
		Priority Points /20 <i>(apply only to subtotal of 85 points or greater and are used to increase award)</i>
	TOTAL	/135
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: Library Development Plan (if requesting funds)	
	Appendix F: Professional Development Plan	
	Appendix G: Performance Management Plan	
	Appendix H: Waivers Sought	
	Appendix I: Technical Assistance Proposal	
	Appendix J: Disclosure Information	

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

Strengths:

-

Weaknesses:

-

Required Changes:

-

Recommendation:

Funded _____

Funded w/Changes _____

Not Funded _____

CCSP Grant Selection Criteria and Evaluation Rubric

Part I: Cover Page

No Points

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

Part II: Narrative

135 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 85 points out of the possible 115 points, and all required parts must be addressed. Priority points will be applied after an applicant has met the initial fundable level, allowing for a total possible score of 135 points. Applications that score **115** points or above will be approved as high scoring and receive greater funding. Applications that score below 85 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of zero on any required part within the narrative will not be funded without revisions, even if the overall score of the application is above 85 (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.

A. Executive Summary			
Briefly introduce the reader to your school. Give the reader a vision of your school. What does this school want to accomplish, and why is that important to the community you intend to serve? How will your school uniquely prepare students for college and career success? Identify the grant project goals and begin to explain how those projects will support your planning and implementation of the school. Also, describe who is planning this school.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Proposal clearly explains why this school should open at this time and in this community includes: <ul style="list-style-type: none"> • Identify the needs of the community you plan to serve in terms of the range of educational options currently available, and level of performance in the geographic area in which you plan to open. • Describe the planning team’s mission and vision for the school including academic program and culture. • Explain how this vision meets the needs of the community. • Explain how this vision will prepare students to be successful in current and future postsecondary and workforce environments. • Identify the grant project goals (which you will discuss in depth in section 2) and explain briefly how they support the vision. 	0	2	4

2) Description of key founders includes: <ul style="list-style-type: none"> • Identification of the role(s) each founder is playing in the start of the school • Brief description of the previous life and work experience that makes each member ready to play their role in starting this school. 	0	1	2
TOTAL POINTS			/6
Reviewer Comments:			

A. Priority Points: Up to 2 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole. <ul style="list-style-type: none"> • The vision of the school presents compelling or innovative ideas about how the school will ensure postsecondary workforce readiness (PWR), for example through use of Individual Career and Academic Plan (ICAP) and/or alignment with Graduation Guidelines. 	Please award between 0 and 2 points for this section
Reviewer Comments:	

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, must fit clearly within one of your stated project goals. Please include in the narrative a table that includes the proposed budget items and corresponding grant year for each grant project goal. See criteria below regarding kinds of goals required and allowed in the grant program and what detail is required.			
Required Criteria	Met Few or No Criteria	Met half or More Criteria	Met All Criteria
1) Each grant project goal is a quality goal and the set of goals fulfill minimum content requirements, include: <ul style="list-style-type: none"> • At least one grant project goal addresses Colorado Measures of Academic Success (CMAS) performance for EACH subject (English Language Arts, math, science, social studies, and English Language Proficiency) performance, as well as growth for English Language Arts and math. • At least one grant project goal addresses postsecondary and workforce readiness (PWR). • Clear measures and metrics for each goal. 	0	3	6

<p>2) There is clear alignment among grant project goals, specific expenditures and the vision and goals of the school.</p> <ul style="list-style-type: none"> • Each grant project goal aligns with the vision for the school (academic program and description of culture). • Each grant project goal supports the school in reaching their school performance goals (those identified in charter and to be placed in Unified Improvement Plan). • Each line in the budget narrative fits within an identified grant project goal. If seeking related funds, Technology Plan (Appendix D) and Library Development Plan (Appendix E) are included. • Completed electronic and printed copies of the CCSP Grant Budget template (Appendix B), and the grant project goals and expenditures in that budget align with the budget narrative. 	0	3	6
<p>3) The budget narrative is realistic and compliant with the federal regulations (EDGAR, OMB) and Nonregulatory Guidance for this grant program.</p> <ul style="list-style-type: none"> • Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated. • Costs provided for budgeted line items are realistic, reasonable, and appropriate. • Budget does not include construction, extended salaries (more than two people for more than three months FTE), or more than \$10,000 in recruiting during planning stage, \$5,000 in Year 1 Implementation and none in Year 2 implementation. • Budget supplements, not supplants, state and local funding. Budget does not include recurring costs once per pupil revenue is available. • 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 existing students outside the scope of an expansion project. 	0	3	6
<p>4) The budget narrative addresses the following:</p> <ul style="list-style-type: none"> • Budget explains if the applicant charter school is seeking additional grant funding for planning, implementation, or operational costs through any other sources outside the CCSP grant. Budget describes how the applicant charter school will ensure management and finances will remain separate from other grants. 	0	1	3
TOTAL POINTS			/21
Reviewer Comments:			

C. Research-based Program/Comprehensive Design Aligned with Standards

Fully **describe and justify** the design of the academic program in terms of the research base, alignment to the Colorado Academic Standards, capacity to prepare students for postsecondary and 21st century workforce readiness and why this program is a good fit for the community you plan to serve by addressing the following criteria.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Justify the core academic curriculum for each core content area, (English Language Arts, math, science, and social studies). <ul style="list-style-type: none"> • Identify the key curriculum materials or approach to curriculum development • Justify the choice through the use of published research or data-based anecdotal information about previous implementation • Justify the choice by explaining how you know that the plan for each content area meets or exceeds the Colorado Academic Standards • Justify the choice by explaining how you know it will prepare students for postsecondary study and 21st century careers. • Justify the choice by explaining how it is a match for your anticipated demographic 	0	4	8
2) Explain key aspects of the instructional approach. <ul style="list-style-type: none"> • Identify key instructional methods or approaches in your design, such as innovative practices and use of instructional technology. • Explain how these practices compliment your curriculum decisions and design. 	0	2	6
3) Explain how teachers will use a range of data and varied strategies to support individual learners. <ul style="list-style-type: none"> • Explain how you will use classroom and/or standardized assessments to determine the needs of individual students ongoing. Include how you will leverage data to inform equitable disciplinary system. • Identify the range of differentiation and intervention structures, tools, and approaches in your design and explain how teachers will use these systems to respond to the needs of individual students. 	0	2	6
4) Explain your enrichment or elective plan. <ul style="list-style-type: none"> • Identify supplemental curriculum, materials, programs or plans for electives, and enrichment or things that you identify as core to your unique academic program • Explain how these enhance the overall program. 	0	2	4
TOTAL POINTS			/24
Reviewer Comments:			

<p>Priority Points: Up to 4 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> • Deep understanding of how postsecondary and workforce readiness drives the design of the academic program and scaffolds K-12 for example by outlining alignment to PWR indicators, Graduation Guidelines, and/or use of ICAP. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	<p>Please award between 0 and 4 points for this section</p>
<p>Reviewer Comments:</p>	

<p>D. Educationally Disadvantaged Students</p>			
<p>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 for engaging and supporting educationally disadvantaged students, including low-income, special education, English learners, homeless, migrant and other at-risk students, and ensuring that they leave your school on track for postsecondary study and/or workforce success.</p>			
<p>Required Criteria</p>	<p>Met Few or No Criteria</p>	<p>Met Half or More Criteria</p>	<p>Met All Criteria</p>
<p>1) Explain your current projections of educationally disadvantaged students.</p> <ul style="list-style-type: none"> • Describe what you are doing and will continue to do to reach out to each category of educationally disadvantaged students and their families, including if you plan to utilize a weighted lottery. • Based on the demographics in the area in which you plan to open, and results of outreach efforts to date, provide a projection for each category of educationally disadvantaged students. 	<p>0</p>	<p>1</p>	<p>2</p>
<p>2) Justify the design of your programs, interventions, and/or plans to support educationally disadvantaged students, including exceptional students, low-income students, English learners, homeless, and neglected and delinquent students.</p> <ul style="list-style-type: none"> • Describe the needs of your prospective educationally disadvantaged students. • Explain how the strategies you plan to put in place will meet their needs, comply with state and federal requirements for each educationally disadvantaged category, and prepare them for postsecondary and workforce success. • Specifically address and detail how you will meet part B of the Individuals with Disabilities Education Act. • If applicable, describe plans for use of title I funds. • Provide research or data about other successful implementations of these strategies. 	<p>0</p>	<p>2</p>	<p>6</p>
<p>TOTAL POINTS</p>			<p>/8</p>
<p>Reviewer Comments:</p>			

<p>Priority Points: Up to 2 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section that weaves through the application and the stated mission, vision and grant project goals for this school. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	<p>Please award between 0 and 2 points for this section.</p>
<p>Priority Points: 4 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole. A weighted lottery policy, or other recruitment tools, is utilized to ensure that the school meets or exceeds a representative population of educationally disadvantaged students.</p> <p>OR</p> <ul style="list-style-type: none"> • The school’s intended target population precludes the use of a weighted lottery due to the intentional mission and/or location to meet this populations needs. 	<p>Please award 4 points, if applicable</p>
<p>Reviewer Comments:</p>	

<p>E. Professional Development Plan and Goals Provide an executive summary of the charter school’s professional development plan (the full Professional Development Plan should be described in Appendix F).</p>			
<p>Required Criteria</p>	<p>Met Few or No Criteria</p>	<p>Met Half or More Criteria</p>	<p>Met All Criteria</p>
<p>1) Provide an executive summary of the plan for professional development (PD) at your school.</p> <ul style="list-style-type: none"> • Ensure that all members of the school team have been included, board, leadership, teachers, other staff. • Identify and explain the rationale for the goals of the PD plan in terms of the academic program plan. • Explain what activities will be used to achieve the goals of the PD plan. • Include plans to train staff on technology included in the technology plan. • Sufficient funds are budgeted for the identified professional development activities in the grant budget and/or operating budget. 	<p>0</p>	<p>3</p>	<p>5</p>
<p>TOTAL POINTS</p>			<p>/5</p>
<p>Reviewer Comments:</p>			

<p>Priority Points: Up to 2 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated mission, vision, academic program plan, and grant project goals for this school. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	<p>Please award between 0 and 2 points for this section</p>
<p>Reviewer Comments:</p>	

<p>F. <u>Accountability and Accreditation</u> As an independently governed public school, charters need to ensure plans, systems, and tools for strong oversight in the areas of academic performance, finance, governance, and operations. In this section, persuade the reader that your school will have adequate oversight to ensure quality implementation, operation, and accountability.</p>			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
<p>1) Design a School Accountability Committee (SAC) plan that aligns with statute and clearly fits into the school’s overall governance structure.</p> <ul style="list-style-type: none"> • Describe the SAC pursuant to C.R.S. 22-11-401 & 402, including its purpose, structure and function. • Explain how the SAC relates to the school leader, parent and teacher organization, governing board, and other leadership and input structures. 	<p>0</p>	<p>1</p>	<p>2</p>
<p>2) Explain the rationale for the performance goals and measures in your charter application or contract.</p> <ul style="list-style-type: none"> • Clearly state each performance goal related to CMAS proficiency, growth, other standardized measures of proficiency or growth (including local and interim assessments), and any other school performance measures identified in your charter application or contract. (Include Colorado SAT if planning for a high school.) • Identify other performance goals and measures of importance to the school, based on your design. • Explain why these goals are appropriately rigorous given the performance in the area in which you plan to open. • Goals and measures meet minimum state expectations, including those outlined on the School Performance Framework, ICAP, and Graduation Guidelines. 	<p>0</p>	<p>2</p>	<p>5</p>

<p>3) Create a broad and thorough plan for monitoring and reporting progress toward performance goals to the SAC, governing board, and community.</p> <ul style="list-style-type: none"> Identify what data or information each group will receive. Describe how each group will use the data and information they receive to monitor school performance in the following areas: academic performance, discipline, safety, attendance, student/parent satisfaction, staff satisfaction, and financial accountability. 	0	2	4
TOTAL POINTS			/11
Reviewer Comments:			

<p>Priority Points: Two Additional Points may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> There is a strong connection between the main ideas throughout this section and the stated mission, vision and grant project goals for this school. Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	Please award between 0 and 2 points for this section
Reviewer Comments:	

G. Parent/Community Involvement and Board Governance			
Deep parent and community engagement are cornerstones of charter school statute. In this section, convince the reader that the new school or expansion project has significant support from prospective parents and community members and organizations. Also, use this section to justify the make-up and preparation of the board.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
<p>1) Demonstrate significant planning and effort to engage prospective families and community members.</p> <ul style="list-style-type: none"> Use waitlist information, volunteer hours, or other relevant information to describe the current level of parent engagement in the new school or expansion project. Document interest and engagement of community members. Describe the roles parents and community members may play in the life and decision-making of the school ongoing. 	0	1	2
<p>2) Justify the composition and selection process for the governing board.</p> <ul style="list-style-type: none"> Explain how the composition ensures input from stakeholders. Explain how the composition and selection process ensures adequate expertise to perform board responsibilities to meet State Board rule requirements of “demonstrating diverse and necessary capabilities.” 	0	1	2

3) Clearly articulate the autonomy of the governing board from the authorizer and any educational service provider.	0	1	2
4) Provide evidence of strong board preparation and practice <ul style="list-style-type: none"> • Detail the training the board has already received. • Detail the training the board still needs, as well as, when and how they will receive that training. • Describe evidence of current strong board practice, including the development and implementation of conflicts of interest policies. • Describe board’s financial and transparency processes (sunshine law compliance). 	0	1	2
TOTAL POINTS			/8
Reviewer Comments:			

<p>Priority Points: Up to 2 Additional Points may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> • There is an explanation about how the make-up of the board was designed to support the mission and vision of the school. • There is evidence of board development in the areas of the school’s mission, vision, academic program, and understanding postsecondary and workforce readiness. • Main ideas throughout this section are supported, explained, and justified with strong evidence in the form of accurately cited research or well-developed logical argument. 	Please award between 0 and 2 points for this section
Reviewer Comments:	

H. Networking and External Support

New charter schools need to have broad-based engagement that goes beyond prospective families and community members. New charters need to establish powerful relationships with individuals and organizations that have the expertise they will need to open and operate with quality. In this section, identify the external support and assistance the school will rely upon in the development and/or implementation of the school’s total program.

Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Establish a strong effective network of external support. <ul style="list-style-type: none"> • Identify 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; postsecondary and workforce readiness; federally funded programs (e.g. special education and title I); data-driven decision-making; etc. • Identify external partners who may provide support in the areas identified above. • Describe how staff will be engaged with these external partners, to help build the network of support available to them. 	0	2	4

TOTAL POINTS	/4
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Reviewer Comments:

<p>Priority Points: One Additional Point may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> • There is a strong connection between the main ideas throughout this section and the stated mission, vision and grant project goals for this school. 	Please award 0 or 1 point for this section
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Reviewer Comments:

I. Business Capacity			
As independently governed public schools, charters are fully responsible for ensuring quality financial management practices and ongoing financial viability. In this section, explain your school's plan to be compliant, strategic, and responsible with finances and business services.			
Required Criteria	Met Few or No Criteria	Met Half or More criteria	Met All Criteria
1) Ensure that finance policies and procedures are in place. <ul style="list-style-type: none"> Identify the office practices and policies already in place. Identify those policies and practices that still need to be developed. Describe the plan for completing annual independent audit requirements. Explain how the data system identified, or in place, meets your school's needs. Explain how the school will secure experienced and qualified personnel to conduct business and financial services. 	0	1	3
2) Ensure financial viability. <ul style="list-style-type: none"> Describe the role the board plays in financial oversight. Provide a thorough description of organization, management, and financial plan that demonstrates both fiscal viability and autonomy. 	0	1	3
3) Ensure ability to execute the CCSP grant. <ul style="list-style-type: none"> School has sufficient cash on hand, or a reasonable plan to acquire it, to front initial grant spending until reimbursed. Justify the capabilities and capacity of the board to execute its new school or expansion project successfully. 	0	2	5
TOTAL POINTS			/11
Reviewer Comments:			

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.			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
1) Justify the school's choice of facility. <ul style="list-style-type: none"> A viable facility is secured, or is in process of being secured. Justify the safety and appropriateness of the facility in terms of ages of students served, general quality of facility and special needs of your academic program. 	0	1	4

<p>2) Justify the school’s facility plan.</p> <ul style="list-style-type: none"> • Demonstrate that the school, at a reasonable student enrollment projection, can cover the initial cost of making the building ready for students. • Budgeted facility cost represents a reasonable and appropriate projection for the facility. • Demonstrate that the facility plan is financially viable, both initially and beyond the first two years of operation. 	0	1	2
TOTAL POINTS			/6
Reviewer Comments:			

<p>Priority Points: One Additional Point may be awarded for meeting the following criteria when assessing this section as a whole.</p> <ul style="list-style-type: none"> • There is a strong connection between the mission, vision and the facility plan. 	Please award 0 or 1 point for this section
Reviewer Comments:	

<p>K. Continued Operation One of the goals of the CCSP Grant is to enable new charter schools access to funding early in their development so that they are able to establish a strong foundation on which to build a quality-learning environment. Emphasis is thus built into the grant to help a 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. As such, applicants must explain how their school will sustain both financially and programmatically after grant funds end.</p>			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
<p>1) Demonstrate that the school has internal capacity to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> • Provide a sound plan to sustain efforts and institutionalize practice begun under the grant project goals after the grant expires. • Explain how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices. 	0	2	4

<p>2) Demonstrate that the school has the funding and enrollment to ensure continued quality implementation and operation after the grant expires.</p> <ul style="list-style-type: none"> Note 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. Demonstrate demand with a waiting list or list of interested families sufficient to justify the budget. 	0	2	4
TOTAL POINTS			/8
Reviewer Comments:			

<p>L. Technical Assistance CDE Schools of Choice requires and provides a significant amount of technical assistance to CCSP subgrantees. 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.</p>			
Required Criteria	Met Few or No Criteria	Met Half or More Criteria	Met All Criteria
<p>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.</p> <ul style="list-style-type: none"> Rationale for selecting technical assistance is clear and sound. Technical assistance is selected to best address gaps in expertise among the founding team. 	0	1	2
<p>2) The technical assistance proposal (Appendix I) is complete and included in the appendices (part III).</p>	0	n/a	1
TOTAL POINTS			/3
Reviewer Comments:			

Appendices are required (except where noted), but will not be scored. They are not included in the narrative's 25-page limit.

- A. Charter School Enrollment Policy:** Include lottery protocol and application form
- B. CCSP Grant Budget:** Excel spreadsheet, print sheets 2-4 for hard copies
- C. Charter School Annual Budget:** Include last audited financial statement (no more than 2 pages) and long-term budget showing five or more years
- D. Technology Plan:** If requesting funds for technology
- E. Library Development Plan:** If requesting funds for school or classroom-based library resources
- F. Professional Development Plan**
- G. Performance Management Plan**
- H. 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.
- I. Technical Assistance Proposal**
- J. Disclosure Information**

Colorado Charter Schools Program Grant INTENT TO SUBMIT

The Letter of Intent to apply for the Colorado Charter Schools Program Grant is due **Wednesday August 23, 2017, by 11:59 PM**. Submit online via SurveyMonkey at <https://www.surveymonkey.com/r/ccsgp2018>

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

Instructions: Completing this Intent to Submit Form does not obligate the charter school in any way, but will provide useful information to the Colorado Department of Education in preparing for the grant review process. Returning the Intent to Submit Form will place you on an email distribution list for any grant-related updates.

Charter School Contact Information

Name of Charter School:

School Mailing Address:

Grant Contact Person:

Telephone:

Email:

Authorizer Contact Information

Name of Authorizer (School District or CSO):

Authorizer Charter Management Contact:

Telephone:

Email:

The authorizer is aware of intent to submit application to the CCSP grant:

Yes

No

Are you an organization, such as a CMO, EMO, Collaborative or ESP applying for a CCSP Grant on behalf of a school? If so, please specify:

Please identify your school model (check all that apply): Please identify your school model (check all that apply):

- | | |
|---|--|
| <input type="checkbox"/> Arts/Performing Arts | <input type="checkbox"/> Early College/Concurrent Enrollment |
| <input type="checkbox"/> Alternative Education Campus/Credit Recovery | <input type="checkbox"/> Expeditionary Learning |
| <input type="checkbox"/> Blended Learning | <input type="checkbox"/> Gifted Education |
| <input type="checkbox"/> Career and Technical Education | <input type="checkbox"/> Inclusion |
| <input type="checkbox"/> Classical | <input type="checkbox"/> Online Format Only |
| <input type="checkbox"/> College Prep | <input type="checkbox"/> Montessori |
| <input type="checkbox"/> Competency-Based | <input type="checkbox"/> Project-Based |
| <input type="checkbox"/> Core Knowledge | <input type="checkbox"/> Single Gender |
| <input type="checkbox"/> Direct Instruction | <input type="checkbox"/> STEM/STEAM |
| <input type="checkbox"/> Dual Language/Immersion | <input type="checkbox"/> Waldorf |

Colorado Charter Schools Program Grant ELIGIBILITY

Eligibility Form is due **by**
11:59 PM on Wednesday, August 23, 2017
 to:
SOC@cde.state.co.us and CompetitiveGrants@cde.state.co.us

Required Information:	
Name of Charter School	
Required Information:	
Name, Title of Grant Contact Person	
Phone	Email
Charter Authorizer:	
<input type="checkbox"/> Charter School Institute <input type="checkbox"/> Local school district: (list name)	
Required Information:	
Type of Eligible Applicant: New Charter School <input type="checkbox"/> One-time, Significant Expansion <input type="checkbox"/>	
Origin of Charter School (check all that apply) <input type="checkbox"/> Grassroots Start-Up (no affiliation) <input type="checkbox"/> Public school conversion <input type="checkbox"/> mandatory <input type="checkbox"/> as part of a turnaround plan <input type="checkbox"/> by order of State Review Panel/State Board of Education <input type="checkbox"/> voluntary <input type="checkbox"/> Private school conversion or <input type="checkbox"/> Nonpublic home-based educational program conversion <input type="checkbox"/> Replication, Collaborative/CMO/EMO affiliation: _____ <input type="checkbox"/> New charter school network or <input type="checkbox"/> Operating additional network schools <input type="checkbox"/> Expansion (specify additional grades or additional school sites) _____ <input type="checkbox"/> Other (specify and explain why it does not fall under any other category) _____	
Note: Schools with an Educational Service Provider (ESP), Charter Management Organization (CMO), educational Management organization (EMO), or charter collaborative that will manage all or part of your educational program, <u>please attach a copy of your proposed performance agreement.</u>	
Charter Status <input type="checkbox"/> Approved charter application. Grade levels approved: _____ <input type="checkbox"/> Charter application submitted, but not approved. Date submitted: _____ <input type="checkbox"/> Will submit charter application on the following date: _____ <input type="checkbox"/> Renewal application submitted for replication or expansion, but not approved. Date submitted: _____ We have a fully executed, signed charter contract Yes <input type="checkbox"/>	

No Projected date of contract _____
 We understand that we will not be awarded grant funds until a contract between the school and authorizer has been executed and signed. Evidence of a signed contract must be provided prior to funding.

Year School Started/Will Start: _____ Year Charter Expires/Will Expire: _____

Accreditation level of applicant school, from School Performance Framework *(for replication and expanding schools only)*

Performance Improvement Priority Improvement Turnaround N/A

Previous Colorado Charter Schools Program Grant(s) *(for replication or expansion schools only)*

<u>Campus</u>	<u>Award Years</u>	<u>Total Amount</u>	<u>Current SPF Rating</u>

October 1 Count (Actual) or Projected Enrollment

2017-18	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2018-19	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
2019-20	Pre-K:	K-12 Total:	Grades K-5:	Grades 6-8:	Grades 9-12:
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:

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
- Legal independence

Steering Committee and/or Governing Board Members:

List steering committee or board members for this charter school. For each person include the following:

- Name
- Email
- Role on the board (e.g., community member, parent)
- Board title (e.g., president, secretary)
- Describe the expertise each brings to the board

Lottery and Enrollment Policy:

Please attach the proposed lottery and enrollment policy for the school. The following elements must be addressed within this policy:

1. How the community was/will be notified of the charter school’s opening
2. The date of the first, and thereafter annual, lottery
3. The charter school’s definition of founding family and the percentage of students to be enrolled as children of founding families

4. The charter school's definition of staff and the percentage of students to be enrolled as children of staff members
5. The processes and procedures that will guide how the lottery will be conducted
6. Which students will be given priority notice or guaranteed admission
7. Proposed weights to be used for educationally disadvantaged groups

Conversion Schools: (complete only if applicable)

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

Replication Schools: (complete only if applicable)

Provide an explanation of how the new campus school meets the definition of a new charter school under the ESEA¹⁴ definition and is "separate and distinct" as described in the eligible applicants section of the RFP. Minimally, each of the listed criteria should be addressed, but additional information may also be helpful to explain the new school's status.

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

Approval from the charter authorizer as evidenced by an executed charter contract specifically granting a separate campus. (A grant application may be submitted, with CDE Schools of Choice approval, if there is an application pending with an authorizer.)

Expansion Schools: (complete only if applicable)

Grade levels of original charter contract:

Current grade levels:

Grade level or student capacity additions to be supported by this grant:

Enrollment numbers for original charter:

Date of original charter contract:

¹⁴ Ibid.

Appendix D: Technology Plan

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

School Name	
School Technology Contact (Name, Phone 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, and outline the authorizer's and school's core technology plan priorities.]

Vision

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

Goals

[List technology-related goals for each of the categories below to be achieved for the two- or three-year grant period.]

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

Technology.

Curriculum.

Collaboration.

Staff Development.

Resources.

Funding.

Technology Policies

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

Action Plan

Collaboration

[List any technology partners you have (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: Library Development Plan

Instructions: Applicants are required to complete this plan if their application proposes that CCSP grants be used to develop new and enhance existing school library 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 Guidebook for 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 F: Professional Development Plan

Instructions: ALL applicants are required to complete this plan as part of Part II: J Professional Development Plan 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 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 G: Performance Management Plan

Instructions: ALL applicants are required to complete this plan, which is related to Part II: B Grant Project Goals and Part II: D 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 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 H: Waivers Sought

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 I: Technical Assistance Proposal – CCSP Grant (2 year)

School Name:

Grant Contact Person:

Session Title/Event	Requirement	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 Subgrantee Participation

Subgrantee Support			
CCSP Grant and Application Training	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Grant Budget Workshop	Encouraged	___ Fall ___ Winter	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Grant Post-Award Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Implementation Grant Site Visit	Required	CDE Schools of Choice will schedule with school	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
Governing Board Support			
CDE Charter School Board Training Modules	Required	Complete all 30 modules by date: _____	___ Founder(s) ___ Board member(s) (required)
CDE Board Fundamentals	Required	___ Fall ___ Spring	___ Board member(s) (required) ___ Administrator(s)
CDE School Performance Management Training or Tutorial <i>(training request form required)</i>	Required	___ Fall	___ Board member(s) (required) ___ Administrator(s)
Data Dashboard with Academic, Culture, Financial and Operational Measures <i>(training request form required)</i>	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)
CDE Unified Improvement Plan Training <i>(training request form required)</i>	Required	___ Fall	___ Board member(s) (required) ___ Administrator(s)
Administrator Support			
Administrator Mentoring <i>(training request form required)</i>	32-40 hours required	___ Provider: _____	___ Administrator(s)
CDE Administrator Mentoring Cohort Meeting	4 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training <i>(training request form required)</i>		___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff

CDE Unified Improvement Plan Training (<i>training request form required</i>)		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
Business Office Support			
CDE Annual Finance Seminar	3 required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CDE Business Managers Network Meeting		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business manager
Specialized Business Office Training (<i>training request form required</i>)		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business manager

Year 2 Implementation Subgrantee Participation

Subgrantee Support				
Charter School Support Initiative Webinar	Encouraged	___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager	
CCSP Grant Renewal Proposal Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager	
Charter School Support Initiative Site Visit	Required	CSSI team lead will schedule with school	___ Board member(s) ___ Administrator(s)	
Governing Board Support				
Board Self-Assessment (<i>training request form required</i>)	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)	
Strategic Planning Training (<i>training request form required</i>)	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)	
Administrator Support				
Administrator Mentoring (<i>training request form required</i>)	20-25 hours required	___ Provider: _____	___ Administrator(s)	
CDE Administrator Mentoring Cohort Meeting		___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)	
Specialized Instructional Leadership Training (<i>training request form required</i>)		4 required	___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
CDE Unified Improvement Plan Training (<i>training request form required</i>)		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff	

Business Office Support			
CDE Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CDE Business Managers Network Meeting	3 required	___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business manager
Specialized Business Office Training (<i>training request form required</i>)		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business manager

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

School Name:

Grant Contact Person (with phone &Email):

Session Title/Event	Requirement	Target Dates	Attendees
		<i>Please "X" the event you intend to attend. Where not provided, please indicate the scheduled or targeted date.</i>	<i>Please "X" the proposed attendees for each event.</i>

Planning Year Subgrantee Participation

Subgrantee Support			
CCSP Grant and Application Training	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Grant Budget Workshop	Encouraged	___ Fall ___ Winter	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Grant Post-Award Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
Governing Board Support			
CDE Charter School Board Training Modules	Required	Complete modules 1-6, 8-11, 14, 17, 18, 23, and 25 by date: _____	___ Founder(s) ___ Board member(s) (required)
CDE Board Fundamentals	Required	___ Fall ___ Spring	___ Board member(s) (required) ___ Administrator(s)
CDE School Performance Training or Tutorial <i>(training request form required)</i>	Required	___ Fall	___ Board member(s) (required) ___ Administrator(s)
Data Dashboard with Academic, Culture, Financial and Operational Measures <i>(training request form required)</i>	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)
Administrator Support			
Administrator Mentoring <i>(training request form required)</i>	8-10 hours required	___ Provider: _____	___ Administrator(s)
CDE Administrator Mentoring Cohort Meeting	3 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training <i>(training request form required)</i>		___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff

Business Office Support			
CDE Annual Finance Seminar	1 required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CDE Business Managers Network Meeting		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business manager
Specialized Business Office Training <i>(training request form required)</i>		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business manager

Year 1 Implementation Subgrantee Participation

Subgrantee Support			
CCSP Grant Renewal Proposal Webinar	Required	___ Fall	___ School grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
CCSP Implementation Grant Site Visit	Required	CDE Schools of Choice will schedule with school	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager

Governing Board Support

CDE Charter School Board Training Modules	Required	Complete modules 7, 12, 13, 15, 16, 19-22, 24, and 26-30 by Date: _____	___ Founder(s) ___ Board member(s) (required)
CDE Unified Improvement Plan Training <i>(training request form required)</i>	Required	___ Fall	___ Board member(s) (required) ___ Administrator(s)

Administrator Support

Administrator Mentoring <i>(training request form required)</i>	32-40 hours required	___ Provider: _____	___ Administrator(s)
CDE Administrator Mentoring Cohort Meeting	4 required	___ September ___ October ___ November ___ February ___ March ___ June	___ Administrator(s)
Specialized Instructional Leadership Training <i>(training request form required)</i>		___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff
CDE Unified Improvement Plan Training <i>(training request form required)</i>		___ Fall	___ Board member(s) ___ Administrator(s) (required) ___ Business manager ___ Instructional staff

Business Office Support

CDE Annual Finance Seminar	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business manager
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CDE Business Managers Network Meeting	3 required	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Specialized Business Office Training (<i>training request form required</i>)		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager

Year 2 Implementation Subgrantee Support

Subgrantee Support			
Charter School Support Initiative Webinar	Encouraged	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Charter School Support Initiative Site Visit	Required	CSSI team lead will schedule with school	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff
Governing Board Support			
Board Self-Assessment (<i>training request form required</i>)	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Strategic Planning Training (<i>training request form required</i>)	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Administrator Support			
Administrator Mentoring (<i>training request form required</i>)	20-25 hours required	<input type="checkbox"/> Provider: _____	<input type="checkbox"/> Administrator(s)
CDE Administrator Mentoring Cohort Meeting	4 required	<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> June	<input type="checkbox"/> Administrator(s)
Specialized Instructional Leadership Training (<i>training request form required</i>)		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business Manager <input type="checkbox"/> Instructional staff
CDE Unified Improvement Plan Training		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business manager <input type="checkbox"/> Instructional staff
Business Office Support			
CDE Annual Finance Seminar	Required	<input type="checkbox"/> Fall	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
CDE Business Managers Network Meeting	3 required	<input type="checkbox"/> November <input type="checkbox"/> January <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager
Specialized Business Office Training (<i>training request form required</i>)		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business manager

Appendix J: Disclosure Information

Please address all of the following sections (or respond with N/A).

1. Describe any agreements or contractual relationships that have been established with individuals, groups, or companies. These would include educational management organizations (EMOs), charter management organizations (CMOs), charter collaboratives, technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix J.
2. Explain any relationship with an external service provider (including those identified under question 1 above) to include why the applicant is seeking to contract with an ESP rather than operate the school(s) directly. 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 these grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and grant funds are being requested for an item that may be included in the contract, please attach a copy of the related contract to the grant application.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider. 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 governing board, 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.
5. 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.