



COLORADO DEPARTMENT of EDUCATION

# REQUEST FOR PROPOSAL

## COLORADO CHARTER SCHOOLS PROGRAM START-UP GRANT 2013 – 2014

**Tier I Proposals Due:** Thursday, October 17, 2013 by 11:00 AM

**CCSP Grant Writers Boot Camp:** Wednesday, August 21, 2013, 9:00 AM – 3:00 PM

**Tier I Intent to Submit & Eligibility Forms Due:** Tuesday, August 27, 2013

**Tier II Proposals Due:** Tuesday, February 18, 2014 by 11:00 AM

**CCSP Grant Writers Boot Camp:** Wednesday, January 8, 2014, 9:00 AM – 3:00 PM

**Tier II Intent to Submit & Eligibility Forms Due:** Tuesday, January 14, 2014

**For program questions contact:**

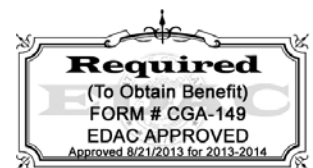
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## Colorado Charter Schools Program 2013-14 GRANT CALENDAR

July 17, 2013	<i>Implementation Grant Writers' Training Webinar</i> Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	12:00 PM – 2:00 PM
July 31, 2013	2012-13 CCSP Annual Financial Report – <b>Due Date</b> (for all subgrantees not receiving an extension)	11:00 AM
August 1, 2013	Renewal Proposal for Implementation Grant – <b>Early Deadline</b> (Applications will receive a response by August 15, 2013) Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	4:00 PM
August 21, 2013	Tier I Start-Up Grant Writers' Boot Camp (Required for Tier I Start-Up applicants) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	9:00 AM – 3:00 PM
August 27, 2013	Tier I Intent to Submit & Eligibility Forms – <b>Due Date</b> Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
September 3, 2013	2012-13 CCSP Annual Financial Report – <b>Extended Due Date</b> (for all subgrantees that received an extension)	11:00 AM
September 13, 2013	Tier I Writing Consultant Review – First Submission Deadline (Tier I Start-Up applicants only)	11:00 AM
September 13, 2013	<i>Implementation Grant Writers' Training Webinar</i> Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	9:00 AM – 11:00 AM
September 20, 2013	Annual Finance Seminar (Required for all subgrantees) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	9:00 AM – 3:00 PM
September 24, 2013	Renewal Proposal for Implementation Grant– <b>Normal Deadline</b> (Applications will receive a response by October 8, 2013) Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
October 4, 2013	CCSP Grant Budget Workshop (recommended for all grant applicants) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	1:00 PM – 4:00 PM
October 17, 2013	<i>Tier I Start-up Grant Application Deadline</i> RFP & Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
October 31, 2013	Tier I Start-Up Grant Application Review	9:00 AM – 3:00 PM
November 6, 2013	Tier I Start-up Grant Award Notification	
November 13, 2013	Renewal Proposal for Implementation Grant – <b>Late Deadline</b> (Applications will receive a response by November 27, 2013) Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
November 14, 2013	Tier I Start-up Grant Post-Award <i>Webinar</i> (Required for Tier I Start-Up Grant Recipients) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	12:00 PM – 2:30 PM
December 6, 2013	Tier I Recipients – Submission Deadline for required application and budget revisions	11:00 AM
January 8, 2014	Tier II Start-Up Grant Writers' Boot Camp (Required for Tier II Start-Up applicants) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	9:00 AM – 3:00 PM
January 14, 2014	Intent to Submit Form and Eligibility Form are due (Tier II Start-Up applicants only) Forms: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
January 31, 2014	Tier II Writing Consultant Review – First Submission Deadline (Tier II Start-Up applicants only)	11:00 AM

February 7, 2014	CCSP Grant Budget Workshop (recommended for all grant applicants) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	1:00 PM – 4:00 PM
February 18, 2014	Tier II Start-up Grant <b>Application Deadline</b> RFP at: <a href="http://www.cde.state.co.us/cdechart/cchgrn00.asp">http://www.cde.state.co.us/cdechart/cchgrn00.asp</a>	11:00 AM
February 28, 2014	Tier II Start-Up Grant Application Review	9:00 AM – 3:00 PM
March 4, 2014	Tier II Start-up Grant Award Notification	
March 6, 2014	Tier II Start-up Grant Post-Award <b>Webinar</b> (Required for Tier II Start-Up Grant Recipients) Register: <a href="http://www.cde.state.co.us/cdechart/chartregstart.htm">http://www.cde.state.co.us/cdechart/chartregstart.htm</a>	12:00 PM – 2:30 PM
April 4, 2014	Tier II Recipients – Submission Deadline for Revised Budget & Narrative	11:00 AM
June 2, 2014	Deadline for requesting a no-cost Grant Extension to July 31, 2014 Forms will be emailed to schools ahead of deadline.	11:00 AM
June 30, 2014	End of fiscal year for all grants	
July 31, 2014	2012-13 CCSP Annual Financial Report – Due Date (for all subgrantees not receiving an extension)	11:00 AM
September 2, 2014	2012-13 CCSP Annual Financial Report – Extended Due Date (for all subgrantees that received an extension)	11:00 AM

Shaded areas are only relevant for Years 2 & 3 of the grant.

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

The Schools of Choice Office can be contacted at [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us).

# Colorado Charter Schools Program Grant 2013- 2014

## Background

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

## Purpose of the Grant

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

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

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

## Eligible Applicants

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

### New Charter School

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

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

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

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

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

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

### **One-Time, Significant Expansion of an Existing Charter School**

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

- 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 planning and implementation sub-grant.
- The subgrantee receiving a second CCSP grant will not use funds to carry out the same specific project or activities from a previous CCSP grant. (ie, You cannot use the grant to assist any of the existing grade levels)
- The expanding school must demonstrate outstanding academic performance and a strong operational history. (This has been identified as a school having a “Performance” rating on their state School Performance Framework, SPF, at the time of application)
- The subgrantee will have applied for a CCSP grant through the normal process, and have received a score high enough to secure an award offer. (ie, your application would still be subject to the normal submission deadlines and review criteria of a CCSP Start-up Grant)

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

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

### **Multiple Charters**

The [April 2011 CSP Nonregulatory Guidance](#) strictly prohibits CDE from funding a New Charter School that is a part of a school system that automatically transitions students from one charter into a related charter school. If applying for the CCSP grant as a New Charter School, the applicant school must demonstrate that it is “separate and distinct” from other school(s) operating under the same charter contract or under one governing board. Schools systems that want to automatically transition students from one charter into a related charter school can apply for the CCSP grant as a One-Time, Significant Expansion and still maintain an admissions pipeline to automatically transition students so long as the students flowing into the applicant school would only transition automatically from one other school.

### **Educational Service Providers**

Schools choosing to engage a for-profit Educational Service Provider (ESP) or Education Management Organization (EMO) **must** demonstrate that they and their governing boards are independent of the provider, and that all fees and agreements are fair and reasonable. The ESP does not qualify as an eligible applicant nor may it hold or manage a CCSP Grant awarded to a school. Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the for-profit 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.



### **Proof of Eligibility**

Prior to applying for a Start-Up Grant, Applicants must submit a [CCSP Eligibility Form](#) and its requested information by **August 27, 2013** for Tier I applicants or **January 14, 2014** for Tier II applicants.

Additional information may subsequently be requested by CCSP Grant staff in order to determine eligibility. Only those Applicants determined to meet the eligibility requirements will be invited to submit a Start-Up Grant application.

### **Lottery & Enrollment Requirements**

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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 [April 2011 CSP Nonregulatory Guidance](#).

### **Weighted Lotteries**

Weighted lotteries (lotteries that give preference to one set of students over another) are not permissible to enroll certain types of students, such as gender, language ability, or socioeconomic status preferences. Instead, the federal government encourages applicants to use recruitment activities designed to increase participation by those classes of students. However, a school may weight its lottery to comply with applicable Federal or State laws, and it may also weight in favor of students seeking to change schools under the public school choice provisions of Title I, Part A of the Elementary and Secondary Education Act for the limited purpose of providing greater choice to students covered by those provisions.

### **Exemptions from the Lottery**

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

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

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

### **Preschool and Kindergarten Enrollment**

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is not acceptable, as the CCSP Grant only funds K-12 education. However, a private preschool associated

with a public charter school may conduct a lottery for kindergarten slots in an earlier year (e.g. when students are ready to enroll in the preschool).

### **Enrollment Policy**

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

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

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

### **Available Funds**

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Up to \$6,270,000 has been designated as available for CCSP Grant awards for the 2013-14 award cycle (subject to a 2013-14 federal funding allocation).

Grant applicants may request up to \$645,000 over a three-year period. The estimated range of awards for a Start-Up Grant (year 1) is \$195,000 - \$215,000. Subsequent Implementation Grants are subject to a renewal process and are allocated for each of years 2 & 3 at the same award amount as the initial year 1 Start-Up grant.

A Start-Up Grant 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 \$1,500 per full-time student.

Applications that reach a higher score will be awarded with "Distinction" and receive greater funding. 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 will not be funded.

### **Duration of Grants**

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The Federal CSP program stipulates that not more than 36 consecutive fiscal months of funding be provided to any one sub-grant, thus the CSSP Grant has been set up to be awarded over three sequential fiscal years.

The CCSP Grant is competitive for Start-Up year (year 1) and can be applied for the year prior to opening the charter school or in the fall of the first year of operation. Start-Up Grant recipients that are in good standing will receive an "Offer to Renew" at the beginning of year 2 to continue the grant to cover years 2 and 3. This **Request to Renew Grant Funding** is not competitive, but is subject to

available Federal funds and is evaluated by Schools of Choice Staff on the basis of the appropriateness of the proposed grant budget, student enrollment, need, student academic achievement, and progress made toward Grant Project Goals as outlined in the Start-Up application. Implementation Grant applications may be submitted by one of three deadlines during the Summer and Fall following their Start-Up Grant (year 1). Up to 25% of the anticipated year 2 award may be accessed before the Implementation Grant is approved, subject to a completed Annual Financial Report for Year 1.

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

## **Uses of Funds**

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

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

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

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

## **Participation, Evaluation & Reporting**

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

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

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

### **Technical Assistance**

CDE places great value on providing high quality support and training to sub-grantees based on research-proven best practices as a means of ensuring high quality school programs. Sub-grantees will be required to attend a variety of technical assistance events (32 required in total over the three-year

grant period, that are intentionally designed to improve each school's chance for success. **NOTE:** Representatives from proposed schools may attend technical assistance events that occur **BEFORE** the Start-Up Grant application is due &/or approved, in anticipation of receiving a grant award. More information is available in the [Technical Assistance](#) section below, and in the [CCSP Guidebook](#).

### **Evaluation**

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

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

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

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

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

### **Reporting**

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

Sub-grantees will be required to:

- Join CDE's Charter School ListServ (see <http://www.cde.state.co.us/cdechart/joinlistserv.htm>). Multiple people from each school are encouraged to be on this list.
- List current board members, with officers identified, including a phone number and e-mail address for each board member listed.
- Notify SOC of any administrator, leadership, or board turnover at the school during the full three-year grant cycle. Should your School Grant Contact need to change, a request from the governing board will be required to make the change, and the new School Grant Contact will be required to complete a webinar training on grant maintenance.

- Provide information requested via survey and other data collection projects
- Financial Reporting: An **Annual Financial Report (AFR)** is required to be filed within 30 days of Year 1 & Year 2 grant end dates. The AFR reports actual expenditures made from the grant. If an AFR is not filed, grantees risk losing their funds for the following year.
- **Final Grant Report.** A final grant report is due to the Schools of Choice Office at CDE within 30 days of the end of the final budget period (following Year 3). The final report should contain:
  1. Executive Summary (not to exceed one page)
  2. A final report on each Grant Project Goal, including a summary of the progress made on each goal and objective.
  3. A report on the Academic Achievement and Growth of the school, including a copy of the school's most recent School Performance Framework (SFP) report and Unified Improvement Plan (UIP).
  4. A financial narrative report on how the grant was expended for each of the three years and totals for the three-year period.
  5. An expenditure report that details 100% of awarded grant funds and includes a property inventory of all equipment and non-consumable goods purchased with CSP grant funds (EDGAR §80.32, §74.34).
- **Change of Status.** Should the charter school change to non-charter status within ten years of receiving the Colorado Start-Up and/or Implementation grant, grant funds must be reimbursed to CDE. An exception may be made for schools that convert status due to either federal or state law requirements for academic purposes.

## **Grant Technical Assistance**

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### **Start-up Grant Writers' Boot Camp**

Start-up Grant applicants are required to attend a Start-up Grant Writers' Boot Camp, at which time a [Intent to Submit Form](#) and an [Eligibility Form](#) (attached to this RFP and also available at: <http://www.cde.state.co.us/cdechart/cchgrn00.htm>) should be completed, and submitted to Schools of Choice Office staff by the deadline following the Boot Camp. The Start-up Grant Writers' Boot Camp is conducted six-eight weeks before each application deadline. CDE highly recommends that two or more individuals from each applicant charter school attend this training. (See [CCSP Grant Calendar](#) for dates).

### **Writing Consultants:**

Once it has been determined that the charter school is eligible to submit a grant application, a writing consultant may be assigned upon request. Writing consultants are available to review applications in their entirety two times (up to 8 hours of consultant time, for 4 hours each review) prior to submission (note deadlines on the [CCSP Grant Calendar](#)). Applicants missing the first deadline will only be eligible for one review. Writing consultants will provide comment in accordance with the grant rubric indicators and criteria and identification of missing items or holes in the application. Applicants seeking proposal consultation should contact the Colorado League of Charter Schools. The writing consultant will not write any part of the application nor make recommendations to change programming to make the application more attractive. Further, consultants are not a guarantee that the application will be approved.

An [Agreement of Understanding](#) to use a writing consultant must be completed and submitted prior to engagement of the consultant.

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

## **Review Process**

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

Each segment of the application is rated according to the [Evaluation Rubric](#) within this RFP. In an effort to promote highly qualified, well-written proposals, an incentive is built in to award the highest scoring applicants with a greater level of funding.

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 basic requirements of the CCSP Grant.

## **Award Process and Start Date**

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- The review dates for Tier I and Tier II are listed above in the [CCSP Grant Calendar](#).
- Within a few days of the review date, Grant Award Letters will be sent via email to successful applicants and their fiscal agent (authorizer).
- 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 sub-grantees will be **required** to participate in a Start-up Grant Post-Award Webinar (see the [CCSP Grant Calendar](#) for dates).
- 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 SOC, the applicant will receive an email stating the sub-grantee has "**Final Approval.**"
- A follow-up email from CDE Grants Fiscal Management will provide necessary grant fiscal forms (Fiscal Agreement 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.
- After Final Approval, a copy of the grant reviewer's comments will be emailed to the sub-grantee.

The budget period for the CCSP Start-Up Grant (year 1) is upon Final Approval through June 30. The proposed Grant Project Goals should reflect that timeframe.

## **Submission Process and Deadline**

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CCSP Start-Up Grant funds are distributed using a two-tier process. For Tier I (Fall), applicant charter school developers **MUST** have (a) just opened or (b) have submitted a charter application to an Authorizer and intend to open the following school year. For Tier II (Winter), applicant charter school developers **MUST** have already received approval from an Authorizer and have a signed contract to open a charter school in the following school year. A school that has had their charter school application denied but is appealing to the State Board of Education may apply in Tier II; 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, 2014. A charter school may submit only one application per fiscal year (July 1 to June 30).

Applications will be due by either  
**11:00 AM on Thursday, October 17, 2013 for Tier I**  
or  
**11:00 AM on Tuesday, February 18, 2014 for Tier II**

Submit the original plus 5 copies via mail or hand delivery to:  
**Colorado Department of Education**  
**Competitive Grants and Awards**  
**1560 Broadway, Suite 1450**  
**Denver, CO 80202**

**AND**

Submit an electronic version of all the required components of the proposal as one document, along with the electronic budget workbook as a separate document to:  
**CompetitiveGrants@cde.state.co.us**

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

### **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 will 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.

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. Accountability and Accreditation
- E. Parent/Community Involvement and Board Governance
- F. Low Income and At-Risk Students
- G. Business Capacity
- H. Facilities
- I. Networking and External Support
- J. Professional Development Plan and Goals
- K. Continued Operation
- L. Technical Assistance

Part III: Appendices

- A. Charter school lottery policy/report
- B. Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)
- C. Charter school annual budget or last audited financial statement (no more than 2 pages), and long-term budget showing 5 or more years.
- D. Technology Plan (if requesting funds for technology)
- E. Library Development Plan (if requesting funds for school or classroom-based library)
- F. Professional Development Plan (required of ALL applicants)
- G. Performance Management Plan (required of ALL applicants)
- H. Waivers Sought

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

- I. Technical Assistance Proposal form (required of ALL applicants)
- J. Disclosure Information

Please answer any of the following relevant sections:

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



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

### **Application Format**

- All pages must be standard letter size (8.5" x 11")
- Use 12 point Times New Roman, Arial or Calibri font, single line spacing, and 1-inch margins. Tables may be in an 11-point font.
- The narrative must address, in sequence, each section of Parts II identified in the [Selection Criteria and Evaluation Rubric](#). State each Part and Section number and title in **bold**.
- Part II: Narrative cannot exceed 25 pages.
- Number all Pages
- Do not use a table of contents page or divider pages.
- The [Cover Page](#) and [Certification and Assurance Form](#) must include **original signatures**.
- Staple the original and each copy of the proposal in the top left corner. Do not use paperclips, binder clips or folders.
- Do not attach curriculum, invoices or any other document not specifically required as an attachment. If, for good cause, the applicant wishes to include an additional attachment, email [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) with your request and a supporting rationale. Extraneous attachments, without proper authorization, will be removed and not submitted to the grant reviewer. Do not include cover pages for the attachments. Do not send any material that must be returned.

## **Technical Assistance Information**

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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](#) form must also be completed and included as 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. Below is an outline of the Technical Assistance requirements for sub-grantees for each of the three years of the CCSP grant cycle. Additional information on Technical Assistance offerings can be found in the [CCSP Guidebook](#).

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

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

## **Budget Instructions**

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

Please provide the proposed budget and budget narrative for the anticipated amount of funding on the [CDE CCSP Grant Budget Form](#) (follow the link to access the Excel document). Grant funds must be spent sequentially; first-year funds must be drawn down before accessing second year funds, etc. The budget period for the Start-up Grant is **upon final approval through June 30, 2014**. The budget period for subsequent years 2 & 3 (Implementation Grants) is from July 1 – June 30. The proposed sub-grantee budget should reflect this timeframe.

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

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

### **General Guidelines & Restrictions**

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

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

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

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

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

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

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

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

### **Object Categories**

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

### **Instructional Program**

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

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

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

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

### **Support Program**

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

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

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

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

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

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

### **Equipment**

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

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

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

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

### **References and Additional Guidance**

Additional information and guidance on budgeting, budget revision, and allowable expenses can be found in the [CCSP Guidebook](#), as well as in the Federal [April 2011 CSP Nonregulatory Guidance](#). Applicants should also be aware of relevant [EDGAR](#) provisions and OMB Circular A-122 (20 USC 7221(f)(3) and 2 CFR 230).



## FINAL CHECKLIST – CCSP Start-Up Grant

✓	<b>Revising, Editing, &amp; Formatting Application</b>
	Does your lottery comply with the federal Charter Schools Program, Title V, Part B Non-regulatory Guidance? Has it been reviewed for compliance by SOC?
	Have you checked your requested budget to make sure all items are fundable (or previously sent the proposed budget to SOC for a “red flag” check)?
	The budget period for the Start-up Grant is upon final approval through June 30, 2014. The budget period for subsequent years 2 & 3 (Implementation Grants) is from July 1 – June 30. Does the proposed budget reflect this timeframe?
	Have you stated things concisely and without redundancy?
	Have people not involved in writing the grant proposal been used to edit the document and make sure that the document is clear and understandable?
	Have you checked for grammatical errors and spelling mistakes?
	Have you used bullets and headings to help the grant reviewer to follow the main sections of your grant proposal?
	Have you used a 12 point font in your document?
	Have you used 1 inch margins and printed your proposal on one side only of 8.5” x 11” paper?
	Is the body of the application limited to 25 pages?

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

**Colorado Charter Schools Program Start-Up Grant  
2013-14 Application**

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

**Name of Charter School:**

**Amount Requested for 2013-2014:**

**Number of students for 2013-2014:**

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

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

**District Code:**

**School Code:**

**DUNS #\*:**

**School Grant Contact Person, Title**

*(May not be a member of a EMO or CMO):*

Telephone:

Email:

**Signature:**

**Authorizer (LEA) Information**

**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. Instate Charter Schools must list the CSI Fiscal Contact.)*

**Fiscal Manager:**

Telephone:

Fax:

Email:

**Signature:**

<b>Required Information:</b>					
Year School Started / Will Start:			Year Charter Expires / Will Expire:		
Previous Colorado Charter Schools Program Grant Funding Level Year ____ Amount _____ N/A: <input type="checkbox"/>			School accreditation level from School Performance Framework (if school is already operating) Performance <input type="checkbox"/> Improvement <input type="checkbox"/> Priority Improvement <input type="checkbox"/> Turnaround <input type="checkbox"/> N/A <input type="checkbox"/>		
Year ____ Amount _____					
Year ____ Amount _____					
Percentage of Students Qualifying for Free or Reduced Lunch (Actual &/or Approximate):					
Percentage of Students with an Individualized Education Plan (Actual &/or Approximate):					
<b>October 1 Count or Projected Enrollment</b>					
2012-13	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2013-14	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2014-15	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2015-16	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
<b>Federal Program Funds the Charter School Will Be Applying For</b> <i>(Check with your school district to understand how these funds may be or are available to your charter school)</i>					
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I, Part A: Improving the Academic Achievement of the Disadvantaged</li> <li><input type="checkbox"/> Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals</li> <li><input type="checkbox"/> Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students</li> <li><input type="checkbox"/> Title V, Part A: Innovative Education Programs</li> <li><input type="checkbox"/> Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)</li> </ul>					
<b>Amount Requested</b> <i>(All 3 years should be completed).</i>					
<b>Year 1</b> (Start-Up):					
<b>Year 2</b> (Implementation):					
<b>Year 3</b> (Implementation):					

\*Per 2CFR 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. Please attempt to obtain all signatures before submitting the application.

## Part IB: Certification and Assurance Form

### Colorado Charter Schools Program Start-Up Grant

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

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

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

- The Applicant Grant Contact (Authorized Representative) possesses the legal authority to apply for this grant. If the Grant Contact is not the Chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the Grant Contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The Grant Contact has no conflict of interest with any party (employee, contractor, vendor, etc.) that has a financial interest in the grant award.
- Recipients will, for the life of the grant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the Participation, Evaluation & Reporting section of the 2013-14 CCSP Start-Up Grant RFP, including participation in Schools of Choice Office annual evaluations, studies and surveys, submission of Annual Financial Reports a Final Grant Report and supporting documentation.
- Recipients will ensure that at least one person from the charter school will subscribe to and be responsible to communication from the CDE Charter Schools Email Listserv for the life of the charter.
- Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that does not discriminate based on race, gender, national origin, color, disability, or age.
- Recipients will be aware of and comply with all provisions of the ESEA, including, but not limited to, provisions on Title V, part B, subpart 1, Title IX, the Boy Scouts of America Equal Access Act,

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

- Recipients will be aware of and comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (ADA, as amended), part B of the Individuals with Disabilities Education Act (IDEA), Division D, Title III of the Consolidated Appropriations Act 2010, and Parts 74-77, 79-82, 84-86, and 97-99 of the Education Department General Administrative Regulations (EDGAR).
- Recipients will be aware of and comply with all provisions of U.S. Department of Education’s Charter Schools Program Nonregulatory Guidance (April 2011), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, use of grant funds, and administrative and fiscal responsibilities.
- The Applicant has provided the school’s Authorizer with “adequate and timely notice” of this grant application.
- Recipients and their Authorizer shall ensure that a student’s records, and, if applicable, a student’s individualized education program (IEP) as defined in section 602(11) of the Individuals with Disabilities Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (P.L. 107-110, section 5208).
- Authorizer recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.
- Recipients and their Authorizer will be aware of and comply with ESEA, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)], which states, “A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay.”
- Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30 of each grant year, unless extenuating circumstances warrant an extension request. Recipients understand that any such extension request must be made by the Authorizer on their behalf no later than June 1 of the respective grant year.
- Recipients shall maintain accounting records and procedures that ensure proper disbursement of, and accounting for, Federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee’s activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance mandatory audits.
- Recipients shall ensure that none of the funds authorized under the ESEA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in

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

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

charter school governing board will be provided to the CDE Schools of Choice Office before grant funds are released.

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

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

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Name of School District Superintendent or  
Charter School Institute Executive Director

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Signature of School District Superintendent or  
Charter School Institute Executive Director

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

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

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Name of School District or CSI Authorized  
Representative

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Signature of School District or CSI Authorized  
Representative

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Name of Charter School Contact  
Person/Administrator

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Signature of Charter School Contact  
Person/Administrator

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

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the Statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records

necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements: will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.

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Name (Printed)  
Charter School Board President

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Signature  
Charter School Board President

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Name (Printed)  
Charter School Authorized Representative

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Signature  
Charter School Authorized Representative



## Colorado Charter Schools Program Start-Up Grant 2013-14 Evaluation Rubric

Applicant: \_\_\_\_\_

<b>Part I:</b>	<b>Cover Page Certification and Assurance Form</b>	No Points
<b>Part II:</b>	<b>Narrative</b>	
	Section A: Executive Summary	/8
	Section B: Grant Project Goals and Budget Narrative	/18
	Section C: Research-based Program/Comprehensive Design Aligned with Standards	/28
	Section D: Accountability and Accreditation	/8
	Section E: Parent/Community Involvement and Board Governance	/10
	Section F: Low Income and At-Risk Students	/8
	Section G: Business Capacity	/6
	Section H: Facilities	/3
	Section I: Networking and External Support	/5
	Section J: Professional Development Plan and Goals	/7
	Section K: Continued Operation	/8
	Section L: Technical Assistance	/3
	<b>Total</b>	<b><u>/112</u></b>
<b>Part III:</b>	<b>Appendices</b>	No Points
	Appendix A: Charter school lottery policy/report	___
	Appendix B: Completed CDE CCSP Grant Budget Form	___
	Appendix C: Charter school annual budget or last audited financial statement	___
	Appendix D: Technology Plan (if requesting funds for technology)	___
	Appendix E: Library Development Plan (if requesting funds for library)	___
	Appendix F: Professional Development Plan	___
	Appendix G: Performance Management Plan	___
	Appendix H: Waivers Sought	___
	Appendix I: Technical Assistance Proposal form	___
	Appendix J: Disclosure Information (if applicable)	___

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

**Strengths:**

-

**Weaknesses:**

- 

**Required Changes:**

- 

**Recommendation:**

Funded _____
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Funded w/Changes _____
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Not Funded _____
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# Start-Up Grant Selection Criteria & Evaluation Rubric

## Part I: Cover Page

**No Points**

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

## Part II: Narrative

**112 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 73 points out of the possible 112 points, and all required parts must be addressed. Applications that score 99 points or above will be approved with “Distinction” and receive greater funding. Applications that score below 73 points *may* be asked to submit revisions that would bring the application up to a fundable level. An application that receives a score of 0 on any required part within the narrative will not be funded, though this will not apply to the ‘Additional Points’ parts of each section.

If more schools meet the criteria to be funded than there are funds available, CDE’s Schools of Choice Unit will rank those applications that qualify and 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 school’s start-up. Also describe who is planning this school.

Required Criteria	Not Addressed or Met 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 including: <ul style="list-style-type: none"> <li>• Identifying 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.</li> <li>• Describing the planning team’s mission and vision for the school including academic program and culture.</li> <li>• Explain how this vision meets the needs of the community.</li> <li>• Explain how this vision will prepare students to be successful adults in current and future postsecondary and workforce environments.</li> <li>• Identify the Grant Project Goals (which you will discuss in depth in section 2) and explain briefly how they support the vision.</li> </ul>	0	2	4

<p>2) Description of key founders includes:</p> <ul style="list-style-type: none"> <li>• Identification of the role(s) each founder is playing in the start of the school</li> <li>• Brief description of the previous life and work experience that makes each member ready to play their role in starting this school.</li> </ul>	0	1	2
<p><b>Up to 2 points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• The vision of the school presents compelling or innovative ideas about how the school will ensure postsecondary workforce readiness.</li> </ul>			Please award between 0 and 2 points for this section
Reviewer Comments:			
			<b>TOTAL POINTS</b> /8

<p><b>B. Grant Project Goals and Budget Narrative</b> Identify 3-5 Grant Project Goals, and justify each goal in terms of its value in supporting the start up of your proposed school. <i>All grant spending, including future revisions to your budget, must fit clearly within one of your stated Project Goals.</i> See criteria below re: kinds of goals required and allowed in the grant program and what detail is required.</p>			
Required Criteria	Not Addressed or Met No Criteria	Met half or more criteria	Met all Criteria
<p>1) Each Grant Project Goal is a quality goal and the set of goals fulfill minimum content requirements, including:</p> <ul style="list-style-type: none"> <li>• At least one Grant Project Goal addresses TCAP performance, including both proficiency and growth.</li> <li>• Each goal has clear measures and metrics.</li> </ul>	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"> <li>• Each Grant Project Goal aligns with the vision for the school (academic program and description of culture)</li> <li>• Each Grant Project Goal supports the school in reaching their school performance goals (those identified in charter and to be placed in UIP).</li> <li>• Each line in the Budget Narrative fits within an identified Grant Project Goal. If seeking related funds, Technology Plan (Appendix D) and Library Plan (Appendix E) are included.</li> <li>• Completed electronic and printed copies of the CDE CCSP Grant Budget template (Appendix B), and the Grant Project Goals and expenditures in that budget align with the Budget Narrative.</li> </ul>	0	3	6

<p>3) The budget narrative is realistic and compliant with the Federal Non-Regulatory Guidance for this grant program.</p> <ul style="list-style-type: none"> <li>• Costs provided for budgeted line items are specific (including cost per unit and number of units), not vague or estimated.</li> <li>• Costs provided for budgeted line items are realistic.</li> <li>• Budget does not include construction, extended salaries (more than 2 people for more than 3 months), or more than \$10K in recruiting the first year, \$5,000 in year 2 and none in year 3.</li> <li>• Budget does not include recurring costs beyond the second year.</li> <li>• Budget explains if the applicant charter school is seeking additional grant funding through any other sources outside the CCSP Grant.</li> <li>• Budget describes how the applicant charter school will ensure management and finances will remain separate from other grants.</li> </ul>	0	3	6
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/18</b>

<b>C. <u>Research-based Program/Comprehensive Design Aligned with Standards</u></b>			
Fully <b><i>describe and justify</i></b> the design of the academic program in terms of the research base, alignment to the Colorado State Standards, capacity to prepare students for postsecondary and 21 <sup>st</sup> century workforce success and why this program is a good fit for the community you plan to serve by addressing the following criteria:			
Required Criteria	Not Addressed or Met No Criteria	Met half or more criteria	Met all Criteria
<p>1) Justify the core academic curriculum. For each core content area, (reading, writing, math, science and social studies):</p> <ul style="list-style-type: none"> <li>• Identify the key curriculum materials or approach to curriculum development.</li> <li>• Justify the choice through the use of published research or data-based anecdotal information about previous implementation.</li> <li>• Justify the choice by explaining how you know that the plan for each content area meets or exceeds the Colorado State Standards.</li> <li>• Justify the choice by explaining how you know it will prepare students for postsecondary and 21<sup>st</sup> century careers.</li> <li>• Justify the choice by explaining how it is a match for your anticipated demographic.</li> </ul>	0	4	8

<p>2) Explain key aspects of the instructional approach.</p> <ul style="list-style-type: none"> <li>Identify key instructional methods or approaches in your design, such as innovative practices and use of instructional technology.</li> <li>Explain how these practices compliment your curriculum decisions and design.</li> </ul>	0	2	6
<p>3) Explain how teachers will use a range of data and varied strategies to support individual learners.</p> <ul style="list-style-type: none"> <li>Explain how you will use classroom and/or standardized assessments to determine the needs of individual students ongoing.</li> <li>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.</li> </ul>	0	2	6
<p>4) Explain your enrichment or elective plan.</p> <ul style="list-style-type: none"> <li>Identify supplemental curriculum, materials, programs or plans for electives, enrichment or things that you identify as core to your unique academic program</li> <li>Explain how these enhance the overall program</li> </ul>	0	2	4
<p><b>Up to 4 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>Deep understanding of postsecondary and 21<sup>st</sup> century workforce readiness drives the design of the academic program</li> <li>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.</li> </ul>			Please award between 0 and 4 points for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/28</b>

<p><b>D. <u>Accountability and Accreditation</u></b>  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	Not Addressed or Met 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"> <li>Describe the SAC pursuant to C.R.S. 22-11-401 &amp; 402, including its purpose, structure and function.</li> <li>Explain how the SAC relates to the school leader, PTO, governing board and other leadership and input structures.</li> </ul>	0	1	2

<p>2) Explain the rationale for the performance goals and measures in your charter application or contract.</p> <ul style="list-style-type: none"> <li>Clearly state each performance goal related to TCAP proficiency, growth, other standardized measures of proficiency or growth, and any other school performance measures identified in your charter application or contract. (include COACT if planning for a high school).</li> <li>Identify other performance goals and measures of importance to the school, based on your design (if applicable).</li> <li>Explain why these goals are appropriately rigorous given the performance in the area in which you plan to open.</li> </ul>	0	1	2
<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"> <li>Identify what data or information each group will receive</li> <li>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.</li> </ul>	0	1	3
<p><b>One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>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.</li> </ul>			Please award between 0 and 1 point for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/8</b>

<p><b>E. Parent/Community Involvement and Board Governance</b>          Deep parent and community engagement are cornerstones of charter school statute. In this section convince the reader that your school 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.</p>			
<b>Required Criteria</b>	<b>Not Addressed or Met No Criteria</b>	<b>Met half or more criteria</b>	<b>Met all Criteria</b>

<p>1) Demonstrate significant planning and effort to engage prospective families and community members.</p> <ul style="list-style-type: none"> <li>• Use waitlist information, volunteer hours, or other relevant information to describe the current level of parent engagement.</li> <li>• Document interest and engagement of community members.</li> <li>• Describe the roles parents and community members may play in the life of the school ongoing.</li> </ul>	0	1	2
<p>2) Justify the composition and selection process for the governing board.</p> <ul style="list-style-type: none"> <li>• Explain how the composition ensures input from stakeholders.</li> <li>• Explain how the composition and selection process ensures adequate expertise to perform board responsibilities.</li> </ul>	0	1	2
<p>3) Clearly articulate the autonomy of the governing board from the authorizer.</p>	0	1	2
<p>4) Provide evidence of strong board preparation and practice</p> <ul style="list-style-type: none"> <li>• Detail the training the board has already received.</li> <li>• Detail the training the board still needs, as well as, when and how they will receive that training.</li> <li>• Describe evidence of current strong board practice.</li> <li>• Describe board’s financial and transparency processes (sunshine law compliance).</li> </ul>	0	1	2
<p><b>Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• There is an explanation about how the make-up of the board was designed to support the mission and vision of the school</li> <li>• There is evidence of board development in the areas of the schools’ mission, vision, academic program, and postsecondary and workforce readiness</li> <li>• 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.</li> </ul>			<p>Please award between 0 and 2 points for this section</p>
<p>Reviewer Comments:</p>			
<b>TOTAL POINTS</b>			<b>/10</b>

**F. Low Income and At-Risk Students**

Charter schools are obligated to take specific actions to ensure an open, fair, non-selective method of attracting and enrolling students, and all charter schools need to be ready to serve the group of students that choose to attend. In this section, describe your plan for engaging and supporting low income and at risk students and ensuring that they leave your school on track for postsecondary and 21<sup>st</sup> century workforce success.



Required Criteria	Not Addressed or Met No Criteria	Met half or more criteria	Met all Criteria
1) Explain your current projections of low income and at-risk students. <ul style="list-style-type: none"> <li>Describe what you are doing and will continue to do to reach out to low income and at risk students and families.</li> <li>Based on the demographics in the area in which you plan to open, and results of outreach efforts to date, provide a projection for both low income and at-risk students.</li> </ul>	0	1	2
2) Justify the design of your programs, interventions &/or plans to support low income and at-risk students. <ul style="list-style-type: none"> <li>Describe the needs of your prospective low income and at-risk students.</li> <li>Explain how the strategies you plan to put in place will meet their needs and prepare them for postsecondary and 21<sup>st</sup> century workforce success.</li> <li>If applicable, describe plans for use of Title 1 funds.</li> <li>Provide research or data about other successful implementations of these strategies.</li> </ul>	0	2	4
<b>Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole: <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> <li>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.</li> </ul>			Please award between 0 and 2 points for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/8</b>

<b>G. Business Capacity</b> 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	Not Addressed or Met No Criteria	Met one or more criteria	Met all Criteria

1) Ensure that finance policies and procedures are in place. <ul style="list-style-type: none"> <li>Identify the office practices and policies already in place.</li> <li>Identify those policies and practices that still need to be developed.</li> <li>Describe the plan for completing annual independent audits.</li> <li>Explain how the data system identified, or in place, meets your school's needs.</li> </ul>	0	1	3
2) Ensure financial viability. <ul style="list-style-type: none"> <li>Describe the role the board plays in financial oversight.</li> <li>Provide a thorough description of organization, management and financial plan that demonstrates both fiscal viability and autonomy.</li> </ul>	0	1	3
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/6</b>

<b>H. Facilities</b>			
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.			
<b>Required Criteria</b>	<b>Not Addressed or Met No Criteria</b>	<b>Met one or more criteria</b>	<b>Met all Criteria</b>
1) Justify the school's facility plan. <ul style="list-style-type: none"> <li>Demonstrate that the school, at a reasonable student enrollment projection, can cover the initial cost of making the building ready for students.</li> <li>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.</li> <li>Demonstrate that the facility plan is financially viable beyond the first two years of operation.</li> </ul>	0	1	2
<b>One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole: <ul style="list-style-type: none"> <li>There is a strong connection between the mission, vision and the facility plan.</li> </ul>			Please award between 0 and 1 point for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/3</b>

<b>I. <u>Networking and External Support</u></b>			
<p>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.</p>			
Required Criteria	Not Addressed or Met No Criteria	Met one or more criteria	Met all Criteria
<p>1) Establish a strong effective network of external support.</p> <ul style="list-style-type: none"> <li>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 21<sup>st</sup> century workforce readiness; federally funded programs (e.g. Special Education and Title I); data-driven decision-making; etc.</li> <li>Identify external partners who may provide support in the areas identified above.</li> <li>Describe how staff will be engaged with these external partners, to help build the network of support available to them.</li> </ul>	0	2	4
<p><b>One Additional Point</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>There is a strong connection between the main ideas throughout this section and the stated mission, vision and Grant Project Goals for this school.</li> </ul>			Please award between 0 and 1 point for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/5</b>

<b>J. <u>Professional Development Plan and Goals</u></b>			
<p>Provide an executive summary of the charter school's Professional Development Plan (the full Professional Development Plan should be described in Appendix F.</p>			
Required Criteria	Not Addressed or Met No Criteria	Met one or more criteria	Met all Criteria

<p>1) Provide an executive summary of the plan for professional development (PD) at your school.</p> <ul style="list-style-type: none"> <li>• Ensure that all members of the school team have been included, board, leadership, teachers, other staff.</li> <li>• Identify and explain the rationale for the goals of the PD plan in terms of the academic program plan.</li> <li>• Explain what activities will be used to achieve the goals of the PD plan.</li> <li>• Include plans to train staff on technology included in the technology plan.</li> </ul>	0	3	5
<p><b>Up to 2 Additional Points</b> may be awarded for meeting the following criteria when assessing this section as a whole:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>			Please award between 0 and 2 points for this section
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/7</b>

<p><b>K. Continued Operation</b></p> <p>One of the goals of the CCSP Grant is to enable new charter schools access to funding early in their development so that they are able to establish a strong foundation on which to build a quality learning environment. Emphasis is thus built into the grant to help a new school transition through start-up so that they may be fully sustainable on their per-pupil operating funds by year 3 of the grant. As such, applicants must explain how their school will sustain both financially and programmatically after grant funds end.</p>			
<p><b>Required Criteria</b></p>	<p><b>Not Addressed or Met No Criteria</b></p>	<p><b>Met one or more criteria</b></p>	<p><b>Met all Criteria</b></p>
<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"> <li>• Provide a sound plan to sustain efforts and institutionalize practice begun under the Grant Project Goals after the grant expires.</li> <li>• Explain how other federal, state, local, or private funds are or will be leveraged to assist the school to institutionalize effective practices.</li> </ul>	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"> <li>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.</li> <li>Demonstrate demand with a waiting list or list of interested families sufficient to justify the budget.</li> </ul>	0	2	4
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/8</b>

<p><b>L. <u>Technical Assistance</u></b>  The Schools of Choice Unit requires and provides a significant amount of technical assistance to CCSP sub-grantees. The purpose of this grant program and mission of the Schools of Choice Unit 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 who is implementing the grant, the governing board, the school administrator, and business manager.</p>			
<b>Required Criteria</b>	<b>Not Addressed or Met No Criteria</b>	<b>Met one or more criteria</b>	<b>Met all Criteria</b>
<p>1) Rationale for selecting technical assistance is clear and sound.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Technical assistance is selected to best address gaps in expertise among the founding team.</li> </ul>	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
Reviewer Comments:			
<b>TOTAL POINTS</b>			<b>/3</b>

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

- A. **Charter school lottery policy/report**
- B. **Completed CDE CCSP Grant Budget Form (electronic Excel spreadsheet, Print sheets 2-4 for hard copies)**
- C. **Charter school annual budget or last audited financial statement (no more than 2 pages) , and long-term budget showing 5 or more years.**
- D. **Technology Plan (if requesting funds for technology)**
- E. **Library Development Plan (if requesting funds for library)**
- F. **Professional Development Plan (required of ALL applicants)**
- G. **Performance Management Plan (required of ALL applicants)**
- 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 Form (required of ALL applicants)**

- J. **Disclosure Information**

Please answer any of the following relevant sections:

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

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

**Colorado Charter Schools Program Start-Up Grant  
INTENT TO SUBMIT FORM**

**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.

**Name of Charter School:**

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**School Mailing Address:**

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**Grant Contact Person:**

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**Telephone:**

---

**Email:**

---

**Name of Authorizer (School District or CSI):**

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**Authorizer Charter Management Contact:**

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**Telephone:**

---

**Email:**

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Are you an organization applying for a Colorado Charter Schools Program Grant on behalf of a school?  
If so, please specify:

Intent to Submit will be due **by**  
**11:00 AM on Tuesday, August 27, 2013** for Tier I  
&  
**11:00 AM on Tuesday, January 14, 2014** for Tier II  
to:

[SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) & [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)



## Colorado Charter Schools Program Start-Up Grant ELIGIBILITY FORM

Eligibility Form will be due **by**  
**11:00 AM on Tuesday, August 27, 2013** for Tier I  
**&**  
**11:00 AM on Tuesday, January 14, 2014** for Tier II  
to:  
[SOC@cde.state.co.us](mailto:SOC@cde.state.co.us) & [CompetitiveGrants@cde.state.co.us](mailto:CompetitiveGrants@cde.state.co.us)

**Required Information:**

Name of Charter School

**Required Information:**

Name, Title of Grant Contact Person

Phone

Email

**Charter Authorizer:**

Charter School Institute       Local school district: (list name)

**Required Information:**

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

**Origin of Charter School** (check all that apply)

- Grassroots Start-Up
- Public school conversion
  - mandatory
  - voluntary
- Private school conversion
- Replication
- Expansion
- Other (specify) \_\_\_\_\_

\* Schools with an Educational Service Provider (ESP), Charter Management Organization (CMO), Education Management Organization (EMO), or Charter Collaborative, please attach a copy of your proposed performance agreement.

**Charter Status**

- Approved Charter Application
- Charter application submitted, but not approved

We have a fully executed, signed charter contract

Yes

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 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>
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**October 1 Count or Projected Enrollment**

2012-13	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2013-14	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2014-15	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:
2015-16	Pre-K:	<b>K-12 Total:</b>	Grades K-5:	Grades 6-8:	Grades 9-12:

**Autonomy:**

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

**Steering Committee and/or Governing Board Members:**

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

**Lottery and Enrollment Policy:**

Attach the charter school’s Lottery Policy. Make sure it addresses the criteria listed in the Lottery and Enrollment Requirements section of the RFP. Include answers to the following questions:

1. How was/will the community (be) notified of the charter school’s opening?
2. What is/will be the date of the first, and thereafter annual, lottery?
3. Were/Will any students (be) given priority notice or guaranteed admission?
4. How does the charter school define “founder”, “teacher”, and “staff” in terms of its lottery/enrollment policy? What percentage of students were/will be exempted from the lottery as children of founder families? Of teacher and staff families?
5. Has the school opted for any other exemptions from its lottery, or for a weighted lottery? If so, please explain.

**Conversion Schools: (complete only if applicable)**

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

**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 ESEA 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 Schools of Choice Office 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 additions to be supported by this grant:

Enrollment numbers for original charter:

Date of original charter contract:

Schools of Choice Office  
Colorado Department of Education  
201 East Colfax Avenue, Room 302  
Denver, CO 80203-1799

**Colorado Charter Schools Program Start-Up Grant  
AGREEMENT OF UNDERSTANDING**

Complete and Email to [SOC@cde.state.co.us](mailto:SOC@cde.state.co.us)

This document establishes an agreement between the Colorado Department of Education’s Colorado Charter Schools Program and the applicant Charter School listed below concerning provision of a Grant Writing Consultant for the CCSP Start-Up Grant application.

As a representative of \_\_\_\_\_ Charter School, applying for Colorado Charter Schools Program Start-Up Grant funds, I understand that by using a Writing Consultant contracting with the Colorado Department of Education, my Charter School’s grant application is not guaranteed funding, funding at the level requested, or a fundable score in any category. Additionally, I understand that the school’s grant application is limited to two review submissions, in its entirety, by the Writing Consultant, not to exceed eight hours of total consultation. It is my responsibility, as a representative from my charter school, to discern whether or not recommendations or advice from the Writing Consultant will be taken into consideration.

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name

Schools of Choice Office  
Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203-1799

## Appendix D: Technology Plan

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

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

### School Introduction/Demographics

---

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

### Vision

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

### Goals

---

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

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

**Technology.**

**Curriculum.**

**Collaboration.**

**Staff Development.**

**Resources.**

**Funding.**

### Technology Policies

---

[Describe existing or pending policies that determine or monitor how your technologies are to be used by your "clients." If no such policy exists, the method and date by which a written policy will be enacted. Include sections on student and staff policies for accessing equipment and resources, staff

expectations of use and limits for technology, and a school/library policy for students, staff, and community members access to resources, including after-hours or extra-curricular activities involving technology resources.]

## **Action Plan**

---

### **Collaboration**

[List any technology partners you have (BOCES, 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, CD-ROM resources you own, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).]

### **Funding Sources**

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

## **Evaluations**

---

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

## Appendix E: School Library Plan

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

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

### School Introduction/Demographics

---

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

### Vision

---

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

### Current Library Media Program

---

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

### Goals/Objectives

---

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

### Activities and Measures

---

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

## Appendix F: Professional Development Plan

**Instructions:** ALL applicants are required to complete this plan as part of [Part II:J Professional Development Plan and Goals](#) of the 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 & Email)	
Effective Dates of Plan	

### Vision

---

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

### Goals /Objectives

---

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

### Model

---

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

### Action Plan

---

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

### Outcomes/Evaluation

---

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



Goal/Objective	Action/Activity	Outcome/Evaluation

**Resources**

---

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

**Relation to CCSP Grant**

---

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

## Appendix G: Performance Management Plan

**Instructions:** ALL applicants are required to complete this plan, which is related to [Part II:B Grant Project Goals](#) & [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 PD Contact (Name, Phone & Email)	
Effective Dates of Plan	

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

### School Introduction/Demographics

---

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

### Vision

---

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

### Goals /Objectives

---

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

### Current Performance Management System

---

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

### Activities, Measures and Targets

---

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

Goal	Activity/measure	Target/Evaluation

### Performance Management Budget

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

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

## Appendix I: Technical Assistance Proposal – Start-Up Grant

School Name:

Grant Contact Person (with phone & Email):

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

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

Sub-grantee Support				
Start-Up Grant Training	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<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	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
CCSP Grant Budget Workshop	Encouraged	<input type="checkbox"/> Fall <input type="checkbox"/> Winter	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Start-Up Grant Post-Award Webinar	Required	<input type="checkbox"/> Fall (Tier I) <input type="checkbox"/> Winter (Tier II)	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	To be completed _____	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Free
Board Fundamentals (formerly Regional Board Training)	Attend 2 events from this selection	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Board Continuing Development (formerly Board President's Council)		<input type="checkbox"/> October <input type="checkbox"/> December (webinar) <input type="checkbox"/> March <input type="checkbox"/> May (webinar)	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Specialized Governing Board Training		Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Performance Management Training for Boards		Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds

<b>Administrator Support</b>				
Administrator Mentoring	Required (target 8-10 hours)	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,060 Year 2 - \$4,240 Year 3 - \$2,650
Administrator Mentoring Cohort (AMC) Events	Attend 1 event from this selection	___ September ___ October ___ November ___ February ___ May	___ Administrator(s)	\$20 per person to cover lunch & facility costs (for those not registered for AMC mentoring; not eligible for grant funds)
Specialized Instructional Leadership Training		___ Date: _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons	Encouraged	___ September ___ October ___ December ___ February ___ April ___ May	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Responsible for own lunch costs (not eligible for grant funds)

<b>Business Office Support</b>				
Annual Finance Seminar	Attend 2 events from this selection	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Business Manager Network Meetings		___ November ___ January ___ March ___ May	___ Board member(s) ___ Administrator(s) ___ Business Manager	\$20 per person to cover lunch & facility costs (not eligible for grant funds)

### **Year 2 Sub-grantee Participation (Proposed)**

<b>Sub-grantee Support</b>				
Implementation Grant Writers' Webinar	Required	___ Summer ___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Implementation Grant - Year 2 Site Visit	Required	___ Spring (to be scheduled by SOC Office)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Free
<b>Governing Board Support</b>				
Charter Governing Board Training Modules	Required	To be completed _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free

Board Fundamentals (formerly Regional Board Training)	Attend 3 events from this selection	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Board Continuing Development (formerly Board President's Council)		<input type="checkbox"/> October <input type="checkbox"/> December (webinar) <input type="checkbox"/> March <input type="checkbox"/> May (webinar)	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Free
Specialized Governing Board Training		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Performance Management Training for Boards		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)	Up to \$650 of grant funds
<b>Administrator Support</b>				
Administrator Mentoring	Required (target 30-40 hours)	<input type="checkbox"/> through AMC <input type="checkbox"/> Provider: _____	<input type="checkbox"/> Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,060 Year 2 - \$4,240 Year 3 - \$2,650
Administrator Mentoring Cohort (AMC) Events	Attend 4 events from this selection	<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> May	<input type="checkbox"/> Administrator(s)	\$20 per person to cover lunch & facility costs (for those not registered for AMC mentoring; not eligible for grant funds)
Specialized Instructional Leadership Training		<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 <input type="checkbox"/> Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Unified Improvement Planning Training and Facilitation		<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 <input type="checkbox"/> Instructional staff	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons		Encouraged	<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> December <input type="checkbox"/> February <input type="checkbox"/> April <input type="checkbox"/> May	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager
<b>Business Office Support</b>				
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 <input type="checkbox"/> Instructional staff	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Business Manager Network Meetings	Attend 3	<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	\$20 per person to cover lunch & facility costs (not eligible for grant funds)

### Year 3 Sub-grantee Participation (Proposed)

Sub-grantee Support				
Charter School Support Initiative (CSSI) Webinar	Required	___ Fall (live webinar) ___ Webinar recording	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Free
Charter School Support Initiative (CSSI) Visit	Required	___ Winter ___ Spring (to be scheduled by CSSI Team Lead)	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager ___ Instructional staff	Free
Governing Board Support				
Charter Governing Board Training Modules	Required	To be completed _____	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business Manager	Free
Board Fundamentals (formerly Regional Board Training)	Attend 3 events from this selection	___ Fall ___ Spring	___ Board member(s) ___ Administrator(s)	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Board Continuing Development (formerly Board President's Council)		___ October ___ December (webinar) ___ March ___ May (webinar)	___ Board member(s) ___ Administrator(s)	Free
Specialized Governing Board Training		___ Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Performance Management Training for Boards		___ Date: _____	___ Board member(s) ___ Administrator(s)	Up to \$650 of grant funds
Administrator Support				
Administrator Mentoring	Required (target 20-25 hours)	___ through AMC ___ Provider: _____	___ Administrator(s)	AMC pricing: based on grant year, as follows: Year 1 - \$1,060 Year 2 - \$4,240 Year 3 - \$2,650

Administrator Mentoring Cohort (AMC) Events		<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> May	___ Administrator(s)	\$20 per person to cover lunch & facility costs (for those not registered for AMC mentoring; not eligible for grant funds)
Specialized Instructional Leadership Training	Attend 4 events from this selection	___ Date: _____	<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	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Unified Improvement Planning Training and Facilitation		___ Date: _____	<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	Up to \$650 for half day, or \$1,000 for full day, of grant funds
Regional Networking Luncheons	Encouraged	<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> December <input type="checkbox"/> February <input type="checkbox"/> April <input type="checkbox"/> May	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business Manager	Responsible for own lunch costs (not eligible for grant funds)
<b>Business Office Support</b>				
Annual Finance Seminar	Required	___ Fall	<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	\$20 per person to cover lunch & facility costs (not eligible for grant funds)
Business Manager Network Meetings	Attend 3	<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	\$20 per person to cover lunch & facility costs (not eligible for grant funds)