

# **Great Schools Colorado**

## **Funding Opportunity**

**A Charter Schools Program (CSP) Subgrant for New Schools and  
High-Quality Expansion or Replication Projects**

**Request for Application (RFA) for 2025-2026**

CFDA Number: 84.282A

Released 01/21/26

***Great Schools Colorado (GSC) — Charter Schools Program (CSP) Grant***

*This document is provided for reference and planning purposes.  
Please review all instructions carefully before beginning your application.*

IMPORTANT DATES	
RFA Informational Conference Call	<b>Wednesday, January 21, 2026  </b> 8:30 a.m. - 9:30 a.m. MST
Grant Competition Launch Release of Request for Application (RFA)	<b>Wednesday, January 21, 2026  </b> 9:30 a.m. MST
Full Application Submission Deadline	<b>Monday, March 9, 2026  </b> 11:59 p.m. MDT

FOR SUPPORT & RESOURCES	
For Grant Program Support	<a href="mailto:greatschools@coloradoleague.org">greatschools@coloradoleague.org</a>
For Grant Administrator Technical Support	<a href="mailto:gscsupport@coloradoleague.org">gscsupport@coloradoleague.org</a>
Application and Resource Materials	<a href="https://greatschoolscolorado.org/">https://greatschoolscolorado.org/</a>

### ***Submission Instructions***

*All applications for the **Great Schools Colorado (GSC) Charter Schools Program (CSP)** Grant must be submitted through **Foundant**, the online grant management system.*

*A unique application link will be shared **after receipt and acceptance of your Letter of Intent (LOI)/ Eligibility Form**.*

*Please note:*

- ***Hard copy or email submissions will not be accepted.***
- ***Only applications submitted through the **Foundant** system will be reviewed.***
- ***Applicants are encouraged to review this RFA thoroughly and prepare all required attachments in advance.***

## TABLE OF CONTENTS

A Charter Schools Program (CSP) Subgrant for New Schools and High-Quality  
Expansion or Replication Projects (2025-2026)

REQUEST FOR APPLICATION (RFA) FOR 2025-2026.....	0
SUBMISSION INSTRUCTIONS.....	1
BACKGROUND & PURPOSE.....	4
GRANT OVERVIEW.....	5
SIZE & DURATION OF SUBGRANTS.....	5
ELIGIBLE APPLICANTS.....	5
USE OF FUNDS.....	6
CONTINUATION OF FUNDS.....	7
SINGLE AUDIT REQUIREMENT.....	7
DISSEMINATION.....	8
GRANT MANAGEMENT SYSTEM.....	8
APPLICATION SUBMISSION INSTRUCTIONS.....	8
APPLICATION PROCESSING AND SCORING.....	9
GRANT AWARD NOTICE (GAN) COMMUNICATION AND ACTIVITIES.....	9
PARTICIPATION, EVALUATION, AND REPORTING.....	11
TIMELINE OF MONITORING ACTIVITIES.....	12
DATA PRIVACY.....	14
APPLICATION PROCESS & REQUIRED ELEMENTS.....	15
REQUIRED ELEMENTS.....	15
LETTER OF INTENT AND ELIGIBILITY QUESTIONNAIRE.....	15
APPLICATION FORMS AND NARRATIVE.....	15
REQUIRED SUBGRANT APPLICATION ATTACHMENTS.....	16
APPLICATION PACKAGE & RUBRIC.....	17
ELIGIBILITY QUESTIONNAIRE.....	17
LETTER OF INTENT INFORMATION.....	19
APPLICANT PROFILE INFORMATION.....	20
COMPETITIVE PRIORITY POINTS.....	21
APPLICATION NARRATIVE AND SCORING.....	21
REQUIRED SUBGRANT APPLICATION ATTACHMENTS.....	36
APPENDIX A: GSC & FEDERAL DEFINITIONS.....	38
DEFINITIONS TABLE.....	38
APPENDIX B: GSC CSP BUDGET GUIDANCE.....	40
APPENDIX C: GSC SUBGRANT BUDGET TEMPLATE INSTRUCTIONS.....	47
APPENDIX D: FINANCIAL RISK ASSESSMENT FORM.....	48
APPENDIX E: SUBGRANT GOALS GUIDANCE.....	53
APPENDIX F: ENROLLMENT AND LOTTERY GUIDANCE.....	55

APPENDIX G: TECHNICAL ASSISTANCE / PROFESSIONAL DEVELOPMENT / TRAINING PLAN..... 61

APPENDIX H: DISCLOSURE INFORMATION..... 62

APPENDIX I: PROGRAM ASSURANCES FORM..... 63

APPENDIX J: APPLICATION CERTIFICATION..... 69

APPENDIX K: OTHER RESOURCES..... 70

APPENDIX L: NOTIFICATION TO AUTHORIZER..... 71

## BACKGROUND & PURPOSE

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

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

In June of 2024, the Colorado League of Charter Schools (hereinafter referred to as the “League”) applied for this competitive CSP grant. It was awarded a five-year \$68,146,405 grant in October of 2024, with additional supplemental funding of \$9,345,389 awarded in September 2025, for a total of \$77,491,794 over five years to carry out the following objectives:

1. Increase the number of high-quality charter schools and high-quality charter school seats in Colorado, with a focus on how programs drive academic outcomes for educationally disadvantaged and at-risk students.
2. Improve the quality of Colorado’s charter school sector and intensify its impact on overall school quality and school improvement across the state.

In carrying out these objectives, the League’s Great Schools Colorado (GSC) project intends to provide subgrants to qualified charter school developers and operators for up to 18 months for planning and program design and the first two years of implementation of new seat growth through a competitive grant process in the following three categories:

- Those seeking to expand existing high-quality charter schools,
- Those seeking to replicate existing high-quality charter schools, and
- Those seeking to create new charter schools based on models that have been proven successful in increasing student achievement, especially for educationally disadvantaged and at-risk students.

As part of its application for funding under the Charter School Program (CSP) State Entity Grant (ALN 84.282A), the League aligned its priorities to ensure that grant funds support the expansion of high-quality charter schools while advancing equity, accountability, and collaboration.

## GRANT OVERVIEW

### SIZE & DURATION OF SUBGRANTS

Great Schools Colorado may award subgrants to new charter schools, replicating charter schools, and schools that are expanding for a period of **up to 42 months**, inclusive of planning and implementation periods. The planning period may be no longer than **18 months**, and the implementation period may be no longer than **24 months**. Expansion may include schools that began growing in Fall 2026 (with a limited planning period) or 2027 (with the maximum planning period).

Through a competitive process, all subgrantees will be eligible to be awarded **up to \$2,000,000**. All final award amounts will be determined at the conclusion of the awards process and are contingent upon the allowability, allocability, and reasonableness of funds. Funds will be fully obligated in the initial year of the grant and may span multiple budget periods aligned to the approved multi-year budget submitted in the application. Continuation of funds is based on satisfaction of subgrant requirements and progress toward agreed-upon milestones.

While the framework noted above reflects the standard structure of awards, **subgrantees may propose alternate pacing, sequencing, or annual spending progressions** based on their school model, timeline to opening or enrollment growth, and demonstrated need. For example, a subgrantee may elect a shorter planning period paired with a longer implementation period, or a more evenly distributed spending curve rather than a front-loaded model, provided the design remains compliant within the overall 42-month allowable grant period and is justified in the proposed budget narrative.

The League expects to award subgrants annually throughout years 1-5 of the grant according to its approved pipeline to support new, expanding, and replicating high-quality charter schools.

*Table 1. Anticipated Subgrant Award Pipeline Across Grant Years*

Fiscal Year 2025 [Grant Year 1]		Fiscal Year 2026 [Grant Year 2]		Fiscal Year 2027 [Grant Year 3]		Fiscal Year 2028 [Grant Year 4]		Fiscal Year 2029 [Grant Year 5]	
New:	7	New:	3	New:	3	New:	3	New:	2
Expansion:	8	Expansion:	1	Expansion:	2	Expansion:	1	Expansion:	1
Replication:	0	Replication:	3	Replication:	2	Replication:	3	Replication:	2
TOTAL: 15		TOTAL: 7		TOTAL: 7		TOTAL: 7		TOTAL: 5	

### ELIGIBLE APPLICANTS

To be eligible to receive an award, applicants must meet the following requirements:

- Meet the federal definition of a charter school; and the federal definition of a developer;
- Be brick and mortar school, not a virtual or home school;
- Be no more than 18 months from opening new seats for starting the intended grant activities, as the planning period is limited to 18 months or less per the Federal Program;
- Have applied for authorization from an authorized public chartering agency in Colorado, to open, expand, or replicate a high-quality charter school;
- Have provided adequate and timely notification to that authority that the school is applying to the Great Schools Colorado Charter Schools Program subgrant competition;
- Completed a Board Chair signed Statement of Assurances;

- Replications and expansions must also meet the Great Schools Colorado criteria of a “high-quality charter school” below:
  - Replications and expansions meet the federal definition of a “high-quality charter school” as described under [ESEA § 4310 \(8\)](#). (See further details in [APPENDIX A](#))
  - Expansions must significantly increase enrollment or add one or more grades to be considered an expansion. (See further details in [APPENDIX A](#))
  - Applicants must not have received a subgrant under this program for a 5-year period unless it can prove 3 years of improved educational results for enrolled students as specified under [ESEA § 4303. \(2\) SUBGRANTS](#). An eligible applicant may not receive more than 1 subgrant under this section for each individual charter school for a 5-year period, unless the eligible applicant demonstrates to the State Entity that such individual charter school has at least 3 years of improved educational results for students enrolled in such charter school with respect to the elements described in subparagraphs (A) and (D) of section [4310\(8\)](#). Any new subgrants must be used to support new activities.

## USE OF FUNDS

The Great Schools Colorado-CSP grant is a reimbursement program, which means recipients will be reimbursed following proof of expenditures on allowable, approved activities.

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

1. Preparing teachers, school leaders, and specialized instructional support personnel to:
  - a. Provide research-based professional development for teachers and other staff that includes national staff development standards (including travel costs for school leaders, staff, and school board to attend conferences and training, or visiting other charter schools); and
  - b. Hire and compensate one or more of the following: (i) Teachers, (ii) School Leaders, and (iii) Specialized instructional support personnel during the eligible applicant’s planning period specified in the application for funds;
2. Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials or aligning curriculum);
3. Providing one-time startup costs associated with offering transportation to students to and from the charter school, as provided under ESEA §4303(h)(4);
4. Carrying out community engagement activities, which may include paying the cost of student and staff recruitment, and informing the community about the school;
5. Defraying appropriate, non-sustained costs related to opening, replicating, or expanding high-quality charter schools when such costs cannot be met from other sources;
6. Carrying out “necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)” as allowed under ESEA § 4303(h)(3). See [Appendix B: GSC CSP Budget Guidance](#).

NOTE: GSC CSP grant funds are not allowed to be used for the following purposes:

- Recurring costs for which per-pupil revenue (PPR) should be utilized
- Before and after school programs
- Salary and benefits for staff once the school has opened
- Major capital costs
- Food costs for staff, students, or parents

- Promotional/novelty items for advertising, events, or recruiting
- Student travel costs
- Continuing education credits for professional development coursework
- Professional memberships
- Financial audit fees
- Grant oversight expenses
- Business services consultants beyond the first year of operation

Expenses must be allowable, necessary, reasonable, and allocable to the grant to be allowable under the CSP (2 CFR 200.403(a)). Further details on the allowable use of funds can be found in the [Subgrant Budget Template Instructions \(Appendix C\)](#) section of this document, which serves as a resource companion for the Great Schools Colorado grant project. See the [Awards Timeline](#) for the list of available technical assistance sessions and the grant timeline.

## CONTINUATION OF FUNDS

CSP subgrants undergo an annual renewal process. To continue grant funding beyond the first year, subgrantees must submit all required documentation, including the *approved budget* and the *annual authorizer report*, and demonstrate satisfactory progress toward meeting the grant's goals and objectives.. Throughout the grant period, subgrantees must also ensure the charter school meets the federal definition of a charter school (ESEA §4310 (2)). Continuation funding is also based on the availability of federal funds.

Continuation funding may be terminated if the following occurs:

- Substantial progress is not made toward achieving the goals outlined in the awarded CSP subgrant application,
- The charter school fails to make satisfactory student academic progress, or
- Issues arise such as failure to draw down funds in a timely manner, to meet grant goals and objectives, to adhere to reporting and technical assistance requirements, or to meet enrollment projections.

Subgrantees are required to proactively communicate to the Great Schools Colorado-CSP Grant Team changes in project plans (e.g., project activities, timeline, budget amendment requests, grant administration, ability to meet grant obligations). Failure to provide timely and transparent updates may result in corrective action, suspension of funds, or termination of the subgrant. Early and consistent communication is essential to identify and implement solutions that ensure the successful execution of the grant while maintaining compliance with performance expectations and sound operational practices.

## SINGLE AUDIT REQUIREMENT

Any subgrantee that spends \$1,000,000 or more in Federal awards during the fiscal year must have a single audit conducted in accordance with 2 CFR 200 Subpart F.



## DISSEMINATION

Each charter school receiving funds under the GSC project CSP grant must, consistent with the dissemination requirements of the annual State report card under §1111(h) of the ESEA, make publicly available, including on the school website, information to help parents make informed decisions about the education options available to their children, including—

1. Information on the educational program;
2. Student support services;
3. Parent contract requirements (as applicable), including any financial obligations or fees;
4. Enrollment criteria (as applicable); and
5. Annual performance and enrollment data for each of the subgroups of students, as defined in §1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

## GRANT MANAGEMENT SYSTEM

All pre-award and application materials will be submitted online using the Foundant Technologies' Grant Lifecycle Management (Foundant) system, a cloud-based solution designed to streamline and enhance the application process.

## APPLICATION SUBMISSION INSTRUCTIONS

Since all components of the application must be submitted through Foundant, we recommend applicants first complete their Project Narrative element as a Microsoft Word, Google Doc, etc., before inputting the text into each section of the application.

All narrative response pages should be standard letter size, i.e., 8.5 x 11 in. They must be single-spaced with one-inch margins, and the font should be equivalent to 11-point Arial. Applicants should be succinct, yet thorough, in their responses, and the Project Narrative should not exceed 40 pages. Approved attachments are not subject to this page limit. Peer reviewers are not required to review narrative beyond the page limit or additional attachments beyond those required.

The application includes the following sections and point valuations:

<b>Eligibility Questionnaire and Letter of Intent</b> <i>Alignment to federal eligibility requirements is verified with this information</i>	<b>No Points Awarded</b>
<b>Project Narrative</b>	<b>Points Awarded</b>
A: Executive Summary and Project Overview	8 pts
B: Project Goals and Budget Narrative	8 pts
C: Educational Model and Project Design	12 pts
D: Enrollment, Lottery, and Transportation	12 pts
E: Serving Educationally Disadvantaged Students	12 pts
F: Management Plan, Leadership Team, and Partners	12 pts
G: Board Capacity and Governance Structure	12 pts

H: Family/Community Involvement	8 pts
I: Business Capacity and Sustainability	12 pts
J: Facilities	4 pts
<b>BASE POINTS POSSIBLE</b>	<b>100/100 pts</b>
Competitive Priority Points	2 pts
<ul style="list-style-type: none"> <li>Serving HS Students</li> </ul>	2 pts
<ul style="list-style-type: none"> <li>Serving a rural and/or mountainous population</li> </ul>	2 pts
<ul style="list-style-type: none"> <li>Serving innovative models or students with unique needs</li> </ul>	2 pts
<b>TOTAL POINTS POSSIBLE</b>	<b>106/100 pts</b>

## APPLICATION PROCESSING AND SCORING

During the review period, subgrant applications are reviewed and verified for eligibility only by the GSC team internally. Application review and scoring is done through a peer review process as required by the Federal Program. For this process, three members of a Peer Review Committee, composed of reviewers selected based on their charter school expertise including, school leadership and governance, finance and budgeting, instructional leadership, school facilities, and grant review experience. Applications will be read and scored using the rubric included in the application package. **To receive a subgrant, applicants must (a) score at least 80% of the available points on the rubric, and (b) be among the highest-rated applicants selected, based on GSC's available funding and number of awards (c) and confirmed eligibility.** Criteria for each question and the scoring rubric is available in the application package.

Peer reviewers will be trained to ensure a full understanding of the interpretations of the rubric. Scoring calibration sessions will be conducted by the GSC team before the scoring window opens to ensure consistency and fairness across all reviewed applications. Peer reviewers will independently read, score, and provide timely, well-written comments on applications, supported by the rubric and relevant laws and regulations. After the initial review, a three-party panel of reviewers will meet virtually to discuss their scoring and comments for the eligible charter school applications.

After the panel deliberations, all peer reviewed scores will be reviewed by the GSC team to determine if significant reviewer variance exists that needs to be addressed before final award determinations are made. Significant reviewer variance is defined as a difference of 25 points or more between the total scores of any two individual reviewers on the same application. **In the case of significant reviewer variance, GSC will employ a 4th reviewer to read and score the application in question.** If a fourth reviewer is assigned, their score will be included in the scoring only if it is higher than the lowest existing score among the original three reviewers. This ensures that the final score reflects the most representative and fair assessment of the application, while still preserving the integrity of the peer review process.

## GRANT AWARD NOTICE (GAN) COMMUNICATION AND ACTIVITIES

Following the evaluation of each subgrant, Subgrant Award Letters will be sent to successful applicants, their authorizer, and their authorized fiscal agent. Subgrant denials along with reviewer scores and feedback will be sent to applicants who have not met the cut score and ranking among other applicants to receive funding in this cycle. **At this time, applicants who have not been selected for funding may submit a request for reconsideration as an appeal.** This request must be received within two business days of GSC's Award or Denial Communication.

NOTE: *All awards are based on available funds and ranked type (New, Expansion, Replication)*

A grant applicant may request appeal by submitting a concise written letter to the League grant staff articulating its reasons for believing the grant evaluation was incorrect or unwarranted. Appeal is a discretionary remedy only given to an applicant that provides persuasive reasons for reconsideration. The presumption is that all scoring is done in good faith and through an honest effort to make sometimes difficult and inherently debatable assessments of the strength of a school and the application. In considering appeals, preference will be given to requests that express credible concerns with legal compliance or issues of fundamental fairness or when there is a genuine appearance that scoring was unreliable.

If a request for reconsideration is received and approved, the GSC team will employ one additional reviewer to read and score the applicant's original application to be completed within two weeks of the request. That score will be averaged into the three previous scores to arrive at the applicant's final score. If this revised average score is higher than the score in the initial process, meets the cut score, and would have moved the applicant in question above the lowest-ranked awarded score, one of two actions will take place:

1. If there **is** additional funding available in the GSC allocation of subgrants for that cycle's federal fiscal year, the applicant will receive an award up to their approved budget, or a partial award equal to the amount of funding available.
2. If there is **no** additional funding available in the GSC allocation of subgrants for that cycle's federal fiscal year, the applicant will be "funded down the line" when additional subgrant funds become available, which may impact the subgrant period dates and first date of eligible expenditures based on a case-by-case basis.

All awarded applicants will participate in a mandatory "Funds Release Meeting(s)" including a required subgrant orientation webinar, and follow-up funds release meetings will follow award announcements. At that time, GSC will conduct a risk assessment of all awarded applicants to determine any additional information or conditions that will be required of the subgrantee. Awarded applicants will work with the GSC team to revise project goals and budgets to align with federal requirements before Grant Award Notices (GANs) are issued. **Funds cannot be spent or encumbered until the grant has received Final Approval and a GAN has been issued.**

The CSP subgrant is reimbursable, *i.e.*, subgrants must spend funds according to the approved budget and plan and request reimbursement. Upon issuance of the GAN, subgrantees are required to submit receipts, contracts, invoices, and proof of payments monthly for all purchases and services needing reimbursement.

As part of the funds release process, GSC will confirm the fiscal agent for the subgrantee and collect the necessary documentation to comply with federal requirements as well as the corresponding ACH information for that fiscal agent. Whoever is determined to be the fiscal agent during this funds release process will be the entity to which reimbursement funds are sent through the subgrantee's grant period upon approved request for reimbursement.

## AWARDS TIMELINE

Timeframe	Action
January 21	<ul style="list-style-type: none"> <li>• RFA Released and Application Period Opens</li> <li>• Grant Informational Conference Call</li> <li>• Applicants complete the optional Eligibility Quiz and Letter of Intent Forms in the Foundant</li> <li>• Open Call for Peer Reviewers</li> </ul>
January 21 - March 9	<ul style="list-style-type: none"> <li>• Application Period</li> </ul>
January - March	<ul style="list-style-type: none"> <li>• Peer Reviewers Selected</li> <li>• Prospect Cohort Meeting and/or Q&amp;A Webinar(s)</li> <li>• Peer Reviewers Trained</li> </ul>
March	<ul style="list-style-type: none"> <li>• Application Period Closes March 9, 2026 11:59 p.m. MT</li> </ul>
MArc - May	<ul style="list-style-type: none"> <li>• Eligibility and Application Completeness Review by Grant Team</li> <li>• Peer Review Scoring Window</li> <li>• Award Finalization</li> </ul>
June	<ul style="list-style-type: none"> <li>• Subgrant Award Letter Communication</li> </ul>
June - July	<ul style="list-style-type: none"> <li>• Funds Release Meeting(s)</li> <li>• Budget Trainings, Revision, and Approval</li> <li>• Risk management reviews</li> <li>• GAN Issued</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Subgrantees may submit updated budgets for review by the Grants Manager</li> </ul>
Monthly	<ul style="list-style-type: none"> <li>• Subgrantees may submit reimbursement requests for activities in their approved budgets</li> </ul>

## PARTICIPATION, EVALUATION, and REPORTING

All federal programs require that subgrantees and their applications be assessed to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action, and/or grant suspension or termination.

### Technical Assistance (TA)

Great Schools Colorado (GSC) places great value on providing high-quality support and training to charter schools based on research-proven best practices as a means of ensuring high-quality school programs. GSC subgrantees are expected, as part of federal and state requirements, to attend a variety of TA options over the grant period that are intentionally designed to improve each school's chance for success. Applicants will be provided with the calendar of events for GSC TA after receiving an award. In [APPENDIX G](#), the applicant should include a plan that demonstrates how technical assistance funds will be used to support the project goals, i.e., training, conferences, professional development. Additionally, all subgrantees must allocate a minimum of 3% of their total award for individual TA activities.

All subgrants must participate in a School Quality Review as required by TA in their second year of implementation (unless mandated sooner). The review itself will be paid for as part of GSC's TA set aside. All schools should plan to set aside \$2,000-\$4,000 to pay for the travel arrangements of the School Quality Reviewers as part of their CSP budget.

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

### Subgrant Monitoring

Throughout the lifespan of the subgrant, the GSC team will conduct various monitoring activities to assess if the subgrantee is successfully implementing the approved grant project according to federal and state requirements. Subgrantees will receive training on the monitoring process and the expectations for their compliance.

Monitoring includes desktop monitoring and site visits. The GSC team will provide technical assistance in areas of concern. Recipient participation in TA activities for the GSC-CSP Subgrant is a requirement as a condition of funding.

### TIMELINE OF MONITORING ACTIVITIES

Activity	Timing
<b>Monitor Training</b>	New monitors will be trained and calibrated around monitoring rubrics and checklists contemporaneously with each RFA cycle.
<b>Eligibility Screenings</b>	During each RFA cycle the League will conduct an eligibility screening to ensure applicants meet the federal definition of a charter school and satisfy the federal and state definitions of “high-quality.” The GSC team will also verify that expansion applicants are not seeking funding for activities that have already been supported with prior CSP awards.
<b>Preliminary Risk Assessments</b>	The GSC team will conduct a preliminary risk assessment based on an applicant’s Financial Risk Assessment ( <a href="#">APPENDIX D</a> ) and peer reviewer feedback. The self-assessment will consider past and current performance for the applicant and any affiliated management organization. Based on these assessments, specific monitoring, corrective action, or TA requirements will be built into subgrantees’ grant award notices.
<b>Pre-Award Verifications</b>	GSC team will thoroughly review and approve each subgrant budget with project goals before releasing funds to determine whether proposed purchases are eligible for reimbursement under ESSA, the Code of Federal Regulations [CFR], and Department of Education [DOE] guidelines. Team members will also review authorizer performance contracts and documentation related to affiliation (if applicable) with a management organization.
<b>Fiscal and Enrollment Desk Reviews</b>	GSC monitors will review reimbursement materials monthly. Such reviews will encompass enrollment verifications (to determine the reasonableness and necessity of supplies and technology purchased with CSP funds), payroll records (including paystubs and time-and-effort sheets), procurement documentation (including invoices, proof of payment, and evidence that contractors have not been suspended or debarred), and certification statements attesting to the accuracy and completeness of all documentation.

<b>Programmatic Desk Reviews</b>	On an annual basis, GSC monitors will collect and review documentation including policies (e.g., conflict of interest, school closure, disposition of assets, admissions, purchasing/procurement, document retention, open records/open meetings, and student discipline, among others), website materials (including authorizer reports, board meeting minutes, and enrollment criteria), and disaggregated performance and enrollment data.
<b>On-Site Monitoring Visits</b>	Subgrantees will host GSC monitors for two site visits: one in each year of Implementation. These visits will focus on the execution of the grant project and will include observations, interviews, document review, and an inventory check. Interim site visits may be required based on the severity and persistence of monitoring findings.
<b>Risk Mitigation</b>	Under 2 CFR §200.332(b), pass-through entities must “evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring.” Evidence of risk includes noncompliance with the terms of a grant award, projected enrollment not being met, TA requirements not being completed, funds not being spent on time, and reporting not being submitted. Risk will also be evaluated within areas relevant to school sustainability, such as academic and operational performance, governance, and finances. Elevated risk levels will result in increased reporting, monitoring, additional TA, corrective action, award reduction, and/or grant suspension or termination. Subgrantees that demonstrate significant concerns must schedule monthly check-ins until issues have been resolved.
<b>Formal Reporting</b>	Subgrantees will submit Annual Performance/Financial Reports that include detailed information about grant project goals (including academic outcomes for educationally disadvantaged students), actual expenditures, progress toward post-grant financial and programmatic sustainability, and promising practices that merit broader dissemination. Final Performance Reports are due within 90 days of the end of the subgrant period and require final reporting of expenditures and an EDGAR-compliant asset inventory.
<b>Corrective Action</b>	When there are monitoring findings, the GSC team will work with the subgrantee to develop and share a corrective action plan that addresses and corrects each finding. The GSC team will then meet with the subgrantee regularly to review and update the plan as the subgrantee provides evidence. Inadequate documentation may lead to the imposition of corrective action plans that must be completed within prescribed timelines. To the extent that assessment data reveal students (particularly students with disabilities, ELL students, and low-income students) to be falling short of their proficiency or growth targets, the GSC team may require technical assistance.



Communication	<p>Because Colorado’s charter school context permits authorizers to require their authorized charter schools to utilize them as fiscal agents for federal CSP projects, effective monitoring necessitates effective communication not just with subgrantees but also with their authorizers (whether CSI or a local board of education). Experience has taught us that sharing data with authorizers improves monitoring efficiency and reduces demand on schools. Accordingly, the GSC team will share copies of all monitoring findings and reports with a subgrantee’s authorizer. It will seek to ensure all parties remain apprised of expectations related to providing reimbursements, progress toward grant goals, and educational outcomes. In keeping with the requirements of the 2022 NFP, the GSC team will require that subgrantees post monitoring findings and corrective action plans on their websites and similarly post such information on its site.</p> <p>The Colorado League of Charter Schools follows 2 CFR § 200.332(d) to ensure GSC-CSP subgrants are used appropriately, comply with federal regulations, and achieve performance goals. The monitoring process comprises six key objectives: (1) risk mitigation, (2) compliance verification, (3) expenditure oversight, (4) project assessment, (5) trend identification, and (6) transparent communication.</p>
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DATA PRIVACY

Great Schools Colorado takes seriously its obligation to protect the privacy of students’ Personally Identifiable Information (PII) collected, used, shared, and stored. PII will not be collected through the GSC CSP grant. All program evaluation data will be collected in the aggregate and will be used, shared, and stored in compliance with GSC’s privacy and security policies and procedures.

Note: Application materials and documents submitted must not contain any personally identifiable student or educator information including names, identification numbers, or anything that could identify an individual. All data should be referenced/included in the aggregate and the aggregate counts should be redacted to remove small numbers under 17 for students or five for educators when looking at achievement data or under 20 students when looking at growth data

## APPLICATION PROCESS & REQUIRED ELEMENTS

Eligible applicants can access the RFA Subgrant Application Portal beginning **Wednesday January 21, 2026**. Applications must be completed in Foundant by 11:59 p.m. Mountain Time on **Monday, March 9, 2026**. Applicants are encouraged to submit the application well before the deadline to avoid any technical issues or unforeseen delays. The GSC team will host technical assistance (TA) workshops and office hours to support applicants through the process. Applications received after the deadline will not be considered. To begin the application process visit the [Great Schools Colorado site](https://greatschoolscolorado.org/gsc-application.html) (<https://greatschoolscolorado.org/gsc-application.html>).

### REQUIRED ELEMENTS

In order to be considered complete an application must include all of the following components:

#### LETTER OF INTENT AND ELIGIBILITY QUESTIONNAIRE

Prior to receiving access to the full application, applicants must submit a letter of intent and eligibility questionnaire in Foundant as well as the following documentation related to eligibility. The eligibility questionnaire only asks questions related to the required elements of eligibility as outlined by the Federal Program. Any applicants whose answers do not appear to meet the requirements for eligibility will receive follow-up communication from the GSC team to confirm details before they are verified to be ineligible to apply. Required documents to be attached in the Eligibility Questionnaire include:

- Enrollment Chart
- High Quality Eligibility Data
- Executed Charter Contract (**MUST INCLUDE SIGNATURES AND DATE to be considered complete**) or Proof of application to the authorizer before the subgrant application deadline

Review of the letter of intent and eligibility questionnaire could take up to five business days. Access to the full application will not be received until the letter of intent is reviewed and eligibility has been verified.

#### APPLICATION FORMS AND NARRATIVE

- Applicants must complete the Applicant Profile in Foundant which includes the following:
  - General information about the school including address and contacts, applicant type, NCES IDs, Unique Entity Identifier (UEI) for the school and fiscal agent, areas of focus, board type, authorizer, management organization (if applicable), expansion years and grades, demographics, and enrollment.
- Competitive Priority Points (CPPs)
  - Applicants will respond to the CPPs as multiple choice questions to be verified by the GSC team using publicly available data.
- Applicants must also upload narrative in response to all sections of the required descriptions outlined in the application as individual pdfs, one for each section.
  - Section A. Executive Summary and Project Overview
  - Section B. Project Goals and Budget Narrative
  - Section C. Educational Program and Project Design
  - Section D. Enrollment, Lottery, and Transportation



- Section E. Serving Educationally Disadvantaged
- Section F: Management Plan, Leadership Team, and Partners
- Section G. Board Capacity and Governance Structure
- Section H. Family and Community Demand and Involvement
- Section I. Business Capacity and Sustainability
- Section J. Facilities

## REQUIRED SUBGRANT APPLICATION ATTACHMENTS

- The GSC team will accept scanned copies of the Program Assurances and Financial Risk Assessment forms, or digital signatures collected via Adobe Sign, DocuSign, or other comparable technology used to certify signatures from an applicant who faces obstacles in obtaining an in-person signature.
- Applicants must include each of the following attachments as a separate attachment in Foundant:
  - Attachment 1: Board Chair Executed Program Assurances (See Form as [APPENDIX I](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
  - Attachment 2: 501c3 status letter from the IRS or application to the IRS
  - Attachment 3: Original Application to the school's authorizer
  - Attachment 4: Board-Approved Financial Policies
  - Attachment 5: Board-Approved ByLaws
  - Attachment 6: Board-Approved Enrollment and Lottery Policies (See Requirements as [APPENDIX F](#))
  - Attachment 7: Board Member Resumes
  - Attachment 8: School Leadership Resumes or Job Descriptions (if not yet hired)
  - Attachment 9: CMO/ESP Contract (if applicable)
  - Attachment 10: Facilities MOU or Planning Documents
  - Attachment 11: Multi-year Organizational Budget (or budget included with application to the authorizer for new schools) (Note: this is NOT the CSP budget)
  - Attachment 12: Financial Audits from the past 3 years (expansion and replication only)
  - Attachment 13: Most recent annual authorizer report (expansion and replication only)
  - Attachment 14: Executed Financial Risk Assessment Form (see form as [APPENDIX D](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
  - Attachment 15: Application Certification (See form as [APPENDIX J](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
  - Attachment 16: Completed GSC Subgrant Budget
  - Attachment 17: Notification to Authorizer of Application to GSC Subgrant Competition (See template and instructions as [APPENDIX L](#))
  - Attachment 18: Most recent SPF Report (expansion and replication only)
  - Attachment 19: Subgrant Disclosure Form ([APPENDIX H](#))
  - Attachment 20: TA Plan Upload (See instructions as [APPENDIX G](#))

## APPLICATION PACKAGE & RUBRIC

Applications must be submitted through the Foundant system. The process includes a Letter of Intent step which opens up the application to the applicant. **All final applications must be completed by 11:59 PM (MT) on March 9, 2026.** The 2026 Competition will become available on the Great Schools Colorado website via this [page \(https://greatschoolscolorado.org/gsc-application.html\)](https://greatschoolscolorado.org/gsc-application.html) when the competition opens.

Incomplete or late applications will not be considered. If you do not receive an email confirmation of receipt of your submission from the application system within 24 hours after the deadline, please email [GreatSchools@coloradoleague.org](mailto:GreatSchools@coloradoleague.org).

Since all components of the application must be submitted through Foundant, we recommend applicants first complete their Project Narrative element as a Microsoft Word, Google Doc, etc., before inputting the text into each section of the application in the online system. Applicants should be succinct, yet thorough, in their responses, and the Project Narrative should not exceed 40 pages in total. The elements to be included have previously been outlined in the section entitled ***The Application Process & Required Elements are further detailed in the package below.***

- If you have any questions or need clarification regarding the page limits, you must reach out to the contacts listed on this RFA cover pages. Peer reviewers are not required to review any narrative pages exceeding the 40 page limit.
- Required appendices, attachments, and forms are not subject to the 40 page limit.
- All narrative response pages should be standard letter size, *i.e.*, 8½" x 11." They must be (1) single-spaced; (2) have one-inch margins; and (3) the font should be the equivalent of 11-point Arial. In addition, word and character count limits may be present within the online system.

## ELIGIBILITY QUESTIONNAIRE

### 1. Confirmation of Federal Definitions of a Charter School and Developer

- a. Does the applicant meet the Federal definitions of a Charter School and Developer?  
[Link to Definitions in Statute](#)
- b. Are both your charter school and its authorizer public entities?
- c. Is your school affiliated with a sectarian institution or religious organization?
- d. Is your school a virtual/online charter school or homeschool?

### 2. Confirmation of authorization or application to authorizer to open, replicate, or expand

- a. Has the applicant applied for or received authorization from an authorized public chartering agency to open, expand, or replicate a high-quality charter school?
- b. If yes, please upload your executed charter contract and original application to open, expand or replicate here. The enrollment plans in this contract should match the enrollment chart and growth plans that you submit as part of this subgrant application.
- c. If yes, applied, not approved, when do you anticipate a decision from the authorizer? Please upload confirmation of your application submission and the application including enrollment and growth plans that align with the plans you submit as part of this application.
- d. If no, but will before April 1, 2026, you understand that you will need to provide proof that you have applied to the authorizer and your full application including enrollment and growth plans that align with the plans submitted as part of this application.

3. **Confirmation of whether or not your school/organization has received a CSP within the last five years**
  - a. Has the applicant school been a CSP grant or subgrant recipient previous to this application?
  - b. If yes, and it was within the last five years, per ESEA § 4303(2), the applicant must show “three years of improved educational results for students enrolled in such charter school” both overall and for federally-identified student educationally-disadvantaged subgroups. Please upload documentation of the following:
    - i. Your school's Colorado School Performance Framework (SPF) for the past three years. If your SPF has low participation or your school does not have many grade levels covered by the SPF, please also include schoolwide performance overall and by the subgroups covered on the SPF for student growth on another nationally normed assessment for the past three years.
4. **Confirmation of subgrant type including growth verification and high-quality verification for replications and expansions**
  - a. Which of the following describes the applicant school?
    - i. Start Up - This is a brand new school.
    - ii. Expansion - The term “expand”, when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.
    - iii. Replication - The term “replicate”, when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or required by State law.
  - b. If you are an expansion, which of the following requirements do you meet?
    - i. Adding a minimum of twenty-five percent (25%) to the seats available for a specific grade level(s) (i.e., adding 25 seats to the 7th where only 100 seats currently exist for a total of 125 seats)
    - ii. Adding a minimum of twenty-five percent (25%) to the schoolwide seat availability (i.e., adding 50 seats to the school across multiple grades where only 200 seats currently exist in the whole school for a total future enrollment of 250 seats)
    - iii. Adding one or more grades that have not existed to date, but the school is authorized to grow. (i.e., the school currently serves K-3, but is authorized K-5. Seats for grades 4 and 5 would be added through the grant making the school a full K-5).
  - c. If the applicant is a replication or expansion, the school must meet the federal and GSC definition of “high-quality”. The Federal Definition of a High-Quality Charter School - ESEA § 4310(8) "(A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State; (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2) of this title, except that such demonstration is not required in a case in which the of students in a group is insufficient

to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.”

To provide evidence of your high quality in the context of the State of Colorado please upload:

- i. Academic Performance Data: your school’s most recent Colorado School Performance Framework (SPF). If your SPF has low participation or your school does not have many grade levels covered by the SPF, please also include schoolwide performance overall and by the subgroups reported on the SPF for student growth on another nationally normed assessment. For schools that have not had CMAS-tested students for the full 4-year data period (i.e., Elementary Schools), substitution of normed/standards-based interim assessments (such as READ Act assessments, School Readiness assessments, NWEA MAP, etc.) may be used for years that CMAS-data was not yet available. If substituting, please note the measure/metric being used.
- ii. Financial Performance Data
- iii. Evidence from your authorizer that there are no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.

#### 5. Growth Plans Verification

- a. Please download the [enrollment template found here](#). The enrollment numbers provided should be within your authorized cap of seats and align to the growth that you are actually planning to do over the course of the subgrant you are applying for (i.e., if you don’t plan to grow to your cap in a grade, do not include those seats in this table).

#### 6. Opening Date Confirmation

- a. Which year is your planned launch of the start up school, expansion, or replication that you are applying for as part of this grant?
  - i. Fall 2025, but seat growth will continue into Fall 2026
  - ii. Fall 2026
  - iii. Fall 2027

### LETTER OF INTENT INFORMATION

1. School Name (or proposed):
2. School Address (or proposed):
3. Authorizer (or proposed):
4. Application Contact:
5. Brief description of proposed project: Proposed Goals for the grant including seats to be added and hopes for use of funds.

## APPLICANT PROFILE INFORMATION

The applicant may wish to complete their information in this document and copy responses in the online application in case their work is not saved.

### Applicant Charter School Information

School Name: _____	Address: _____	Phone: _____
Contact 1 (Required): _____	Title / Role: _____	Email: _____
Contact 2 (Optional): _____	Title / Role: _____	Email: _____
Contact 3 (Optional): _____	Title / Role: _____	Email: _____

### Region *(Indicate the area of Colorado this program will directly impact)*

- |                                       |  |                                    |
|---------------------------------------|--|------------------------------------|
| <input type="checkbox"/> Metro        | <input type="checkbox"/> Southwest     | <input type="checkbox"/> Northwest |
| <input type="checkbox"/> West Central | <input type="checkbox"/> North Central |                                    |
| <input type="checkbox"/> Pikes Peak   | <input type="checkbox"/> Southeast     |                                    |

### School Model *(Identify the categories the school specializes in by checking all that apply)*

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

### Authorizing Local Education Agency (LEA) Information

LEA Name _____	School Unique Entity ID (UEI) (formerly DUNS) _____
LEA Code _____	School UEI Expiration Date _____
Mailing Address _____	Fiscal Agent UEI _____
	Fiscal Agent UEI Expiration Date _____

### Authorizer Superintendent / Executive Director

Name _____	Email _____
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### LEA Authorized Representative (Charter School Contact)

Name _____	Title _____
Telephone _____	Email _____

### LEA Authorized Representative (Fiscal / Grant Contact)

Name _____	Title _____
Telephone _____	Email _____

## COMPETITIVE PRIORITY POINTS

Schools meeting GSC's Competitive Priority Point Criteria can receive additional points that will be added to their overall points. Schools who do not meet this will not be penalized. These points will be awarded using publicly available data to confirm that they meet this criteria based on authorized grade spans, student demographics, and geographical zip code. The following questions must be answered in Foundant for the GSC team to verify these points for schools.

1. Will this school create or expand a school serving high school students as evidenced by the enrollment chart and charter contract provided in the application's eligibility check? Yes or No
2. Will this school create or expand a school serving a rural area? Please provide evidence of the school building's current or planned location to be verified against the State's rural definition. Yes or No. Upload proof of geographical location if Yes.
3. To align with priorities of the current Secretary of Education, will the school provide access to an innovative model such as classical and civics education; science, technology, engineering, and mathematics (STEM) education, including computer science; career and technical education; other innovative educational practices with evidence of success; or serve students with particularly unique needs, such as students with disabilities or receiving special education or related services, military-connected students, students living in rural areas, or Native American students? Yes or No

## APPLICATION NARRATIVE AND SCORING

Each application section will be scored on a 4.0 scale. Each section's criteria is listed in the sections below with the overall scale below used to assess quality of the response. The narrative is worth 100 points in total. Additional instructions for completing the narrative are:

- The narrative must address, in sequence, each section A through J as previously outlined.
- Do not use a table of contents or divider pages.
- Do NOT attach curricula, invoices, or any other document not explicitly requested.
- References and footnotes are not required and will not be scored.

COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>
<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>

**Section A. Executive Summary & Project Overview - 8 points***Required Narrative Descriptions:*

- Succinctly describe the mission and vision of the proposed charter school, the needs of the community, and how the mission and vision address the needs of the community.
- Briefly explain how subgrant project goals support the mission, vision, and demand. Additional details on goals and objectives are provided in Section B.
- The developer/school must demonstrate that a Community Needs Analysis has been completed when planning the new school/expansion/replication. This includes explaining the presence of community demand, the proposed new school/expansion/replication school is in tune with community needs and priorities.

CRITERIA	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
	<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>

**Mission and Vision Alignment to Project (4 points)***Applicants should include the following criteria:*

- Clear alignment of project goals and objectives, to the mission, vision, and demand for the school.
- Clear description of the project plan and activities to be carried out with the grant.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Community Demand and Need (4 points)***Applicants should include the following criteria:*

- Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that shows a strong likelihood the charter school will achieve and maintain its enrollment projections.
- Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.
- An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located.
- How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets, and how the school's location (or anticipated location if a facility has not been secured) will facilitate access for the targeted student population.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Section A. Subtotal****REVIEWER COMMENTS:**



**Section B. Project Goals & Budget Narrative - 8 points***Required Narrative Descriptions:*

- Identify three to five (3-5) Subgrant Project Goals and related Objectives, and explain how each supports the planning and/or implementation activities of the proposed, replicated, or expanded charter school. Proposed subgrant expenditures detailed in the Budget Narrative must fit within one of the Subgrant Project Goals. Each Objective should have clear metrics to measure progress.
  - At least one Subgrant Objective should address academic progress and how the school will use interim assessments, alternate metrics, and/or state assessments to measure progress. Where current data is unavailable, include and explain the alternate metrics you are using. For guidance on writing project goals refer to [APPENDIX E](#).
- Describe planned activities of the project directly aligned to project goals and objectives, delineated by the planning versus implementation project period. This description should align to the completed *Great Schools Colorado Budget Template*, available for download on our website. See the **GSC-CSP Grant Budget Instructions** in [APPENDIX B](#) and **Template instructions** in [APPENDIX C](#) for additional detail and guidance.

	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
CRITERIA	Clear, specific, and realistic response and/or clear and thorough essential criteria included	Response is specific and realistic, but may be missing clarity in some of the criteria	The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity	The response vaguely references the required elements, but does not address most of the required criteria	Response is not included or none of the criteria or required descriptions are addressed

**Project Goals (4 points)***Applicants should include the following criteria:*

- Three to five (3 - 5) project goals with an explanation of how each supports the planning and/or implementation of the proposed or expanding charter school.
- At least one project goal should focus on student achievement, academic growth, and/or postsecondary and workforce readiness.
- All goals need measures and metrics, within the term of the grant, for the proposed student population.
- A project goal or measure is included *if* the school seeks grant funds for minor facility repairs, transportation, or library construction.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Project Budget (4 points)***Applicants should include the following criteria:*

- The budget and narrative must demonstrate sufficient resources to implement the proposed project plan as outlined in the application narrative.
- Expenditures are clearly linked to specified project goals and activities.
- Costs are specified to fall under the planning or implementation period.
- All line items, especially those not explained in the project narrative, are justified in the worksheet.
- A clear method is used to estimate costs and show amounts to be realistic and reasonable based on quotes or other evidence.
- All costs described in the project narrative appear in the budget narrative and have a corresponding entry in the itemized budget worksheet.
- A detailed description of salaries for all administrative personnel is included along with their alignment to the subgrant project and goals.

SCORE	4.0	3.0	2.0	1.0	0.0
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## Section B. Subtotal

## REVIEWER COMMENTS:

## Section C. Educational Program &amp; Project Design - 12 points

*Required Narrative Descriptions:*

- Describe the core academic curriculum and school culture. Include the key components of the educational project and the research base for the choices made. Demonstrate alignment with Colorado Academic Standards. Describe how the educational project, including academic and behavioral interventions, meets the diverse needs of the student body.
- Describe the instructional approach and methods. Describe how the school will use data and varied strategies to identify student needs, differentiate instruction and interventions, and plan for enrichment and electives.
- Provide a summary of the professional development plan for the Planning and Project Design Period and the Implementation Period. Include an explanation of how staff are included in the planning. Explain the rationale and goals, and list the activities that will ensure the objectives are met.
- Describe the school's approach to discipline and how discipline practices will support keeping students in the classroom to the fullest extent possible. (ESEA §4303(f)(1)(A)(viii)(II)). As applicable, show how the plan for professional development and the use of data support the school's approach to discipline.

	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
CRITERIA	Clear, specific, and realistic response and/or clear and thorough essential criteria included	Response is specific and realistic, but may be missing clarity in some of the criteria	The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity	The response vaguely references the required elements, but does not address most of the required criteria	Response is not included or none of the criteria or required descriptions are addressed

**Curriculum & Instructional Methods (4 points)***Applicants should include the following criteria:*

- Key components of the educational program and instructional methods to be implemented with the subgrant project including:
  - The research base for the choices made.
  - Clear alignment with the Colorado Academic Standards.
  - Clear rationale for how the education program, including the chosen curriculum, will meet the needs of the planned student population.
  - Clear rationale and research base for the chosen methods and instructional approach.
  - Clear plan and rationale for how the school will use data and varied strategies to identify student needs, including differentiated instruction and interventions.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Technical Assistance / Professional Development / Training (4 points)**

*Applicants should include the following criteria:*

- Clear plans and rationale for planned staff professional development to carry out the educational model and proposed grant project including:
  - Clear goals and aligned professional development / training activities that will ensure the objectives are met.
  - Alignment to educational model and instructional methods planned.
  - Clear and logical timeline for the proposed professional development and training calendar (i.e., planning versus implementation of the subgrant project).

SCORE	4.0	3.0	2.0	1.0	0.0
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**Discipline Plan (4 points)**

*Applicants should include the following criteria:*

- Rationale for discipline plan as part of the planned overall school culture including:
  - How it keeps students in the classroom to the fullest extent possible.
  - Clear and logical plan for communication and support for families as part of the discipline plan.
  - Rationale and research base for behavioral interventions and how the plan will meet the needs of the planned student population.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Section C. Subtotal**

**REVIEWER COMMENTS:**

**Section D. Enrollment, Lottery, and Transportation - 12 points***Required Narrative Descriptions:*

- Describe the plans for marketing, student recruitment, and managing the admissions lottery and enrollment practices. Describe how the school will promote the inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged students. (ESEA §4303(f)(1)(A)(viii)(I))
- The procedure for the allowable weighted lottery will be approved, overseen, and part of the contract with the authorizer, and ultimately, it is the subgrantee's responsibility to adhere to CSP statutes and non-regulatory guidance for CSP-funded schools.
- Describe how (in addition to including it on the school's website) the school will make information publicly available to help parents make an informed choice about seeking enrollment in the charter school. This should include information on the educational project, student support services, parent contract requirements, fees, enrollment criteria, annual performance, and enrollment data. (ESEA §4303 (f)(2)(G))
- Include as the schools Board Approved Enrollment and Lottery Policy (or plans for it if a new school) as **Attachment 6**.
- If the school uses or proposes to use a weighted lottery, describe how the weighted lottery will be implemented in accordance with state and federal law. Describe how the weighted lottery will promote the inclusion of all students, ensure the enrollment of students from disadvantaged groups, and represent all student groups. Describe how a weighted lottery is within the scope and objectives of your grant application. See [APPENDIX F](#) for additional information on Lottery and Enrollment Requirements.
- Describe the plan for student transportation to and from school, including students with an Individualized Education Program (IEP). Specify who will provide the service. Provide a clear description of how the school will inform the community about transportation options available, procedures, and deadlines. Project the impact of the availability of transportation on the school's recruitment efforts.

	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
CRITERIA	Clear, specific, and realistic response and/or clear and thorough essential criteria included	Response is specific and realistic, but may be missing clarity in some of the criteria	The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity	The response vaguely references the required elements, but does not address most of the required criteria	Response is not included or none of the criteria or required descriptions are addressed

**Enrollment, Lottery and Marketing Plans (4 points)***Applicants should include the following criteria:*

- Clear and reasonable plans for marketing, student recruitment, and managing the admissions lottery and enrollment practices including:
  - Rationale for how the proposed plan will promote the inclusion of all students, including eliminating any barriers to enrollment for educationally disadvantaged students. (ESEA §4303(f)(1)(A)(viii)(I))
  - Clear and logical plan for how (in addition to including it on the school's website) the school will make information publicly available to help parents make an informed choice about seeking enrollment in the charter school.
  - Information on the educational project, student support services, parent contract requirements, fees, enrollment criteria, annual performance, and enrollment data. (ESEA §4303 (f)(2)(G))

SCORE	4.0	3.0	2.0	1.0	0.0
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**Enrollment and Lottery Policy (4 points)**

*Applicants should include the following criteria:*

- Lottery and Enrollment Policy included as **Attachment 6** addresses all of the following elements:
  - How the community was/will be notified of the charter school's opening;
  - The date of the first, and thereafter annual, lottery;
  - The charter school's definition of founding members and the percentage of students to be enrolled as children of founding families;
  - The charter school's definition of staff and the percentage of students to be enrolled as children of staff members;
  - The processes and procedures that will guide how the lottery will be conducted; and
  - How "preference" is defined as it relates to which students will be given priority and/or guaranteed enrollment.
- If the school uses or proposes to use a weighted lottery, describe how the weighted lottery will be implemented in accordance with state and federal law. Describe how the weighted lottery will promote the inclusion of all students, ensure the enrollment of students from disadvantaged groups, and represent all student groups. Describe how a weighted lottery is within the scope and objectives of your grant application. See [APPENDIX F](#) for additional information on Lottery and Enrollment Requirements. The procedure for the allowable weighted lottery will be approved, overseen, and part of the contract with the authorizer, and ultimately, it is the subgrantee's responsibility to adhere to CSP statutes and non-regulatory guidance for CSP-funded schools.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Transportation (4 points)**

*Applicants should include the following criteria:*

- Clear and logical plan for student transportation to and from school, including:
  - Students with an Individualized Education Program (IEP). Specify who will provide the service.
  - How the school's approach to student transportation aligns with the vision for the school.
  - How the school will inform the community about transportation options available, procedures, and deadlines including the impact of the availability of transportation on the school's recruitment efforts.
  - Reasonable plans for funding transportation needs are outlined in the schools operation budgeted and/or CSP subgrant budget.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Section D. Subtotal**

**REVIEWER COMMENTS:**

**Section E. Serving Educationally Disadvantaged Students - 12 points***Required Narrative Descriptions:*

- Describe the plan to meet the needs of educationally disadvantaged students, including students with disabilities, struggling learners, exceptional students, English language learners, students eligible for Free and Reduced-Price Meals (FARMS), and students who are homeless or in foster care.
- Describe projected enrollment demographics and how the school will conduct outreach to ensure access for all students.
- Explain how the design of the educational project, interventions, and other plans will meet the needs of all students.
- Describe how the school identifies students who need additional services and how interventions will be incorporated into the project.

	<b>COMPLETELY ADDRESSED</b>	<b>ADEQUATELY ADDRESSED</b>	<b>PARTIALLY ADDRESSED</b>	<b>MINIMALLY ADDRESSED</b>	<b>NOT ADDRESSED</b>
<b>CRITERIA</b>	<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>

**Compliance and Staffing Alignment to Educational Model (4 points)***Applicants should include the following criteria:*

- Clear plans to meet the needs of educationally disadvantaged students, including students with disabilities, struggling learners, exceptional students, English language learners, students eligible for Free and Reduced-Price Meals (FARMS), and students who are homeless or in foster care including:
  - Clear understanding and commitment to how they will follow the laws governing the meeting of the needs of all families.
  - Rationale for how design of the educational project, interventions, and other plans will meet the needs of all students
  - Appropriate staffing plans to meet the needs of all students.

<b>SCORE</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>
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**Identification and Recruitment (4 points)***Applicants should include the following criteria:*

- Examples of inclusive, broad outreach and recruitment strategies that include educationally disadvantaged students including:
  - Projections for enrollment of educationally disadvantaged populations and how the school will conduct outreach to ensure access for all students.
- Clear and specific plans to identify students who need additional services including:
  - Students with disabilities
  - Struggling learners
  - Exceptional and gifted students
  - English language learners
  - Students eligible for Free and Reduced-Price Meals (FARMS)
  - Students who are homeless or in foster care.

<b>SCORE</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>
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**Intervention and Supports (4 points)**

*Applicants should include the following criteria:*

- Clear and specific plans to incorporate research-based and proven interventions and supports to serve educationally disadvantaged students including:
  - Students with disabilities
  - Struggling learners
  - Exceptional and gifted students
  - English language learners
  - Students eligible for Free and Reduced-Price Meals (FARMS)
  - Students who are homeless or in foster care.

SCORE	4.0	3.0	2.0	1.0	0.0
<b>Section E. Subtotal</b>					
<b>REVIEWER COMMENTS:</b>					

**Section F. Management Plan, Leadership Team & Partners - 12 points**

*Required Narrative Descriptions:*

- Description of how the subgrant will be managed, including key personnel assigned to measure specific aspects of the subgrant.
- Description of how performance will be tracked and measured against the Grant Project Goals and Objectives, including a timeline for implementation.
- Describe the school and grant project's leaders, including qualifications. Include the job descriptions for each person playing a key role in the project as described in the management plan (such as executive director, board chair or member, leadership team). If a leadership position has not been filled, please describe the qualifications that will be used to evaluate applicants for the unfilled position(s).
- Resumes for school leadership and job descriptions for unfilled positions **should be included as Attachment 8.**
- Describe the roles and responsibilities of the applicant's internal leadership as well as with any partner organizations, and any charter management organization.
- Describe the administrative and contractual roles and responsibilities of such partners, including management fees (ESEA § 4303 (f)(1)(C)). Explain how any management fee is determined, *i.e.*, as a fixed percentage, per-pupil, based on set services, or other method. If a partner organization has been selected, describe the role of the partner and its contribution to meeting the goals of the project. If the partner has not been selected, describe the qualifications sought and the selection process.
- Include CMO/ ESP provider contracts as **Attachment 9.**

CRITERIA	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
	<i>Clear, specific, and realistic response and/or clear and</i>	<i>Response is specific and realistic, but may be missing clarity</i>	<i>The response addresses the required description, but is</i>	<i>The response vaguely references the required</i>	<i>Response is not included or none of the criteria or required</i>

	<i>thorough essential criteria included</i>	<i>in some of the criteria</i>	<i>missing some criteria and/or lacks overall clarity or specificity</i>	<i>elements, but does not address most of the required criteria</i>	<i>descriptions are addressed</i>
<b>Subgrant Management Plan (4 points)</b>					
<i>Applicants should include the following criteria:</i>					
<ul style="list-style-type: none"> <li>• Clear plan for how the subgrantee will manage the performance of the subgrant project including: <ul style="list-style-type: none"> <li>◦ An overall description of how the subgrant will be managed.</li> <li>◦ Key personnel assigned to measure specific aspects of the subgrant.</li> <li>◦ How performance will be tracked and measured against the Grant Project Goals and Objectives, including a timeline for implementation.</li> </ul> </li> </ul>					
<b>SCORE</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>
<b>Leadership Qualifications (4 points)</b>					
<i>Applicants should include the following criteria:</i>					
<ul style="list-style-type: none"> <li>• Clearly aligned capacity and qualifications of the project's leaders to manage the proposed project. <ul style="list-style-type: none"> <li>◦ If a leadership position(s) has not been filled, the job description and plan for hiring are clearly aligned to the needed qualifications and capacity.</li> </ul> </li> </ul>					
<b>SCORE</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>
<b>Roles and Responsibilities (4 points)</b>					
<i>Applicants should include the following criteria:</i>					
<ul style="list-style-type: none"> <li>• Logical and clear roles and responsibilities of the applicant's internal leadership team.</li> <li>• If the applicant contracts with or plans to contract with any partner organizations or any charter management organization there should be a clear and logical administrative and contractual roles and responsibilities of such partners, including management fees (ESEA §4303 (f)(1)(C)). Including: <ul style="list-style-type: none"> <li>◦ Clarity and reasonability of how the management fee is determined, <i>i.e.</i>, as a fixed percentage, per-pupil, based on set services, or other methods.</li> <li>◦ Clarity in the role of the partner and its contribution to meeting the goals of the project or a clear plan and criteria for selecting a future partner and its roles in contributing to meeting the goals of the project.</li> </ul> </li> </ul>					
<b>SCORE</b>	<b>4.0</b>	<b>3.0</b>	<b>2.0</b>	<b>1.0</b>	<b>0.0</b>
<b>Section F. Subtotal</b>					
<b>REVIEWER COMMENTS:</b>					

**Section G. Board Capacity and Governance Structure - 12 points***Required Narrative Descriptions:*

- Describe the composition of the governing board including whether stakeholder groups, such as parents and students, are represented on the board and a rationale.
- Include Board member qualifications as **resumes in Attachment 7**.
- Describe the process for identifying needed expertise, recruitment for board service, terms for members, and training provided to board members.
- Include **Board Bylaws as Attachment 5**.
- Describe how the board will create and implement an accountability plan for the charter school. Include how the board will monitor progress and fiscal management, and how progress will be shared with the community. The required attachments include the following Board policies: Procurement and Enrollment, Admission, and Retention.
- Describe the quality controls agreed to between the eligible applicant and the authorizing LEA, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most essential factors for renewal or revocation of the school's charter, and how the State Entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors affecting the management of the school. (ESEA §4303 (f)(1)(C)(i)(II)). Charter schools in operation should reference the criteria for the most recent renewal. Please note, the attachments also include the charter contract for charter schools in operation.
- Describe the autonomy and flexibility granted to the charter school by the authorizing LEA. Does it include a high degree of autonomy over budget and operations, including autonomy over personnel decisions? (ESEA §4303 (f)(1)(C)(i)(II)).

	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
CRITERIA	<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>

**Board Composition & Expertise (4 points)***Applicants should include the following criteria:*

- Clear description of the board composition including:
  - Current board member skills and experience to successfully govern and carry out the project.
  - Representation and rationale for the inclusion of different stakeholder groups Describe the composition of the governing board.
  - Clear process for identifying needed expertise, recruitment for board service, terms for members, and training provided to board members.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Progress Monitoring (4 points)***Applicants should include the following criteria:*

- Clear plan to create and implement an accountability plan for the charter school. Including:
  - Regular process for how the board will monitor progress and fiscal management.
  - Clear plan for how progress will be shared with the community.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Quality Controls and Autonomy and Flexibility (4 points)**

*Applicants should include the following criteria:*

- Clear description of the quality controls agreed to between the eligible applicant and the authorizing LEA, including:
  - Academic and/growth performance measures that the school's performance is based on for renewal.
  - Factors beyond academic performance that the authorized public chartering agency will hold the school accountable for renewal such as financial, structural, or operational factors affecting the management of the school. (ESEA §4303 (f)(1)(C)(i)(II)).
  - Charter schools in operation should reference the criteria for the most recent renewal.
- Clear description of how the school uses or plans to use the autonomies and flexibilities granted to the charter school by the authorizing LEA. Including:
  - High degree of autonomy over budget and operations, including autonomy over personnel decisions? (ESEA §4303 (f)(1)(C)(i)(II)).
  - Flexibilities aligned to the school model.

SCORE	4.0	3.0	2.0	1.0	0.0
<b>Section G. Subtotal</b>					
<b>REVIEWER COMMENTS:</b>					

**Section H. Family and Community Demand and Involvement - 8 points**

*Required Narrative Descriptions:*

- Describe how the applicant will solicit and consider input from parents and other community members in the implementation and operation of the charter school. (ESEA § 4303(f)(1)(C)(i)(IV)).
- Describe planning and activities demonstrating the charter school's commitment to effective parent, family, and community engagement. For a school in operation, provide evidence of engagement, such as parent/school activities and waitlist data for an existing school.
- Describe the plan for regularly disseminating information about the school, including programs and services, state academic performance data, board of directors' members, meeting information, and independent financial audits, through website posting or other means.
- In addition to family and community member engagement, identify areas where the school has sought or is currently seeking support from external partners to further its mission and vision. For example, the applicant may seek support from other charter schools, the LEA, academia, the business community, and/or national experts.

	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
<b>CRITERIA</b>	<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>

**Soliciting and Considering Family and Community Input (4 points)**

*Applicants should include the following criteria:*

- Clear plans to solicit and consider input from families and other community members in the implementation and operation of the charter school. (ESEA §4303(f)(1)(C)(i)(IV)) including:
  - Methods for collecting input
  - Plans for consideration and implementation of input
  - Plans for any external partnerships and their alignment to the mission and vision, or clear rationale for no external partnerships.

SCORE	4.0	3.0	2.0	1.0	0.0
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**Ongoing Involvement and Communication (4 points)**

*Applicants should include the following criteria:*

- Clear plans for activities demonstrating the charter school's commitment to effective parent, family, and community engagement including:
  - Consideration of family and community demographics and needs
  - Alignment to the school mission, vision, and model
  - Expansions and Replications should provide evidence of engagement, such as parent/school activities and waitlist data for an existing school.
- Clear plan for regularly and transparently disseminating required information about the school, including:
  - Programs and services
  - State academic performance data
  - Board of directors' members
  - Meeting information
  - Independent financial audits

SCORE	4.0	3.0	2.0	1.0	0.0
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**Section H. Subtotal**

**REVIEWER COMMENTS:**

**Section I. Business Capacity and Sustainability - 12 points**

*Required Narrative Descriptions:*

- Describe how the school will ensure proper management of federal funds through internal controls and accounting processes and the experience and qualifications of leadership. Include a comprehensive (from pre-award to post-award) description for how your school will manage any funds it may receive under the CSP grant. **Attachment 4** should include board-approved financial policies for expansions and replications.
- Explain how the charter school will ensure continued quality implementation and maintain financial sustainability after the end of the subgrant period. Include a plan for how the charter school board will sustain institutionalized practices that began during the subgrant period as well as a description of the current financial state of the school before entering the subgrant period. **Attachment 11** should include the most recent year's operational budget for expansions and replications and the planning budget included with the authorizer application for new schools.

CRITERIA	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
	Clear, specific, and realistic response and/or clear and thorough essential criteria included	Response is specific and realistic, but may be missing clarity in some of the criteria	The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity	The response vaguely references the required elements, but does not address most of the required criteria	Response is not included or none of the criteria or required descriptions are addressed
<b>Internal Controls and Financial Management (4 points)</b> <i>Applicants should include the following criteria:</i> <ul style="list-style-type: none"> <li>• Clear description of the internal controls and management plan for handling of all school finances and subgrant dollars, including: <ul style="list-style-type: none"> <li>◦ Protocols for timely and responsive financial monitoring, as well as review of financial performance and risk and necessary planning for variances or unexpected expenditures.</li> <li>◦ Communication and oversight protocol between leadership and board demonstrates adequate and appropriate levels of accountability for grant administration and oversight.</li> </ul> </li> </ul>					
SCORE	4.0	3.0	2.0	1.0	0.0
<b>Financial Capacity and Expertise (4 points)</b> <i>Applicants should include the following criteria:</i> <ul style="list-style-type: none"> <li>• Strong evidence of financial capacity and experience from leadership and the board, including: <ul style="list-style-type: none"> <li>◦ Demonstrated leadership and experience in managing a sustainable budget.</li> <li>◦ Demonstration of the adequate capacity for execution of all systems and protocols.</li> </ul> </li> </ul>					
SCORE	4.0	3.0	2.0	1.0	0.0
<b>Sustainability (4 points)</b> <i>Applicants should include the following criteria:</i> <ul style="list-style-type: none"> <li>• Clear and viable plan for sustainability after the grant period has ended including: <ul style="list-style-type: none"> <li>◦ How the charter school will ensure continued quality implementation of activities funded through subgrant dollars after the subgrant period.</li> <li>◦ How the charter school board will sustain institutionalized practices that begin during the subgrant period.</li> <li>◦ For Expansions and Replications, how the schools current financials support the successful launch of the project and evidence that it will be sustainable after the period.</li> <li>◦ For new schools, how the operational budget plans for years 1-3 were created to be sustainable.</li> </ul> </li> </ul>					
SCORE	4.0	3.0	2.0	1.0	0.0
Section I. Subtotal					
<b>REVIEWER COMMENTS:</b>   					

**Section J. Facility - 4 points***Required Narrative Descriptions:*

- Identify the site for the school, if known, or describe how the selection process for the site will be managed. Whether a facility has been identified or is in the process of being secured, justify the appropriateness and safety of the facility in terms of the ages of the students served. Show that the charter school, at a reasonable enrollment projection, can cover the initial cost of preparing the building for students.

CRITERIA	COMPLETELY ADDRESSED	ADEQUATELY ADDRESSED	PARTIALLY ADDRESSED	MINIMALLY ADDRESSED	NOT ADDRESSED
	<i>Clear, specific, and realistic response and/or clear and thorough essential criteria included</i>	<i>Response is specific and realistic, but may be missing clarity in some of the criteria</i>	<i>The response addresses the required description, but is missing some criteria and/or lacks overall clarity or specificity</i>	<i>The response vaguely references the required elements, but does not address most of the required criteria</i>	<i>Response is not included or none of the criteria or required descriptions are addressed</i>

**Facility (4 points)***Applicants should include the following criteria:*

- Clear and viable plan for abstaining an appropriate facility, including:
  - The site for the school is aligned to need, model, and project plans. If the site is not yet known, provide logical plans for the selection process aligned to need, model, and the project plans
  - Plans for the facility are appropriate for safety and planned enrollment.
  - Facility cost projections, including any needed construction or renovation are reasonable and aligned to plans for revenue in the operational budget.

SCORE	4.0	3.0	2.0	1.0	0.0
<b>Section J. Subtotal</b>					

**REVIEWER COMMENTS:**

## REQUIRED SUBGRANT APPLICATION ATTACHMENTS

Attachments must be included in the corresponding order below. Templates and resources for completing these attachments are included as Appendices to this RFA.

Applicants must include each of the following attachments separately in Foundant:

- Attachment 1: Board Chair Executed Program Assurances (See form as [APPENDIX I](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
- Attachment 2: 501c3 status letter from the IRS or application to the IRS
- Attachment 3: Original Application to the school's authorizer
- Attachment 4: Board-Approved Financial Policies
- Attachment 5: Board-Approved Bylaws
- Attachment 6: Board-Approved Enrollment and Lottery Policies (See Requirements as [APPENDIX F](#))
- Attachment 7: Board Member Resumes
- Attachment 8: School Leadership Resumes or Job Descriptions (if not yet hired)
- Attachment 9: CMO/ESP contract (if applicable)
- Attachment 10: Facilities MOU/MOA or Planning Documents
- Attachment 11: Multi-year Organizational Budget (or budget included with application to the authorizer for new schools (Note: this is NOT the CSP budget)
- Attachment 12: Financial Audits from the past 3 years (Expansion and Replication Applicants Only)
- Attachment 13: Most recent annual authorizer report (Expansion and Replication Applicants Only)
- Attachment 14: Executed Financial Risk Assessment Form (See form as [APPENDIX D](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
- Attachment 15: Application Certification (See form as [APPENDIX J](#))  
**MUST INCLUDE SIGNATURES AND DATE to be considered complete**
- Attachment 16: Completed GSC Subgrant Budget (Instructions in [APPENDIX B](#))
- Attachment 17: Notification to Authorizer of Application to GSC Subgrant Competition (See template and instructions as [APPENDIX L](#))
- Attachment 18: Most recent SPF Report (Expansion and Replication Only)
- Attachment 19: Subgrant Disclosure Form (See form as [APPENDIX H](#))
- Attachment 20: TA Plan Upload (See instructions as [APPENDIX G](#))

# **APPENDICES**

## APPENDIX A: GSC & FEDERAL DEFINITIONS

### DEFINITIONS TABLE

<b>AUTHORIZED PUBLIC CHARTERING AGENCY</b> <a href="#">ESEA § 4310 (1)</a>	<p>The term “authorized public chartering agency” means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.</p>
<b>CHARTER SCHOOL</b> <a href="#">ESEA § 4310 (2)</a>	<p>The term “charter school” means a public school that, 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 [Full definition is outlined in subparagraphs <a href="#">a.-m. in ESEA § 4310 (2)</a>]</p>
<b>CHARTER MANAGEMENT ORGANIZATION (CMO)</b> <a href="#">ESEA § 4310 (3)</a>	<p>The term “charter management organization” means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.</p>
<b>CHARTER SUPPORT ORGANIZATION (CSO)</b> <a href="#">ESEA § 4310 (4)</a>	<p>The term “charter school support organization” means a nonprofit, nongovernmental entity that is not an authorized public chartering agency and provides, on a statewide basis—</p> <ul style="list-style-type: none"> <li>(A) assistance to developers during the planning, program design, and initial implementation of a charter school; and</li> <li>(B) technical assistance to operating charter schools.</li> </ul>
<b>DEVELOPER</b> <a href="#">ESEA § 4310 (5)</a>	<p>The term “developer” means an individual or group of individuals (including a public or private nonprofit organization), which may include teachers, administrators and other school staff, parents, or other members of the local community in which a charter school project will be carried out.</p>
<b>EDUCATION SERVICE PROVIDER (ESP)</b>	<p>The term “education service provider,” is a for-profit or non-profit organization that contracts with a charter school to provide management and operational services. Charter schools applying for CSP grants must disclose any relationship with an ESP and explain why they are contracting with one rather than operating the school directly. They must also provide a copy of the management contract to the authorizer or state entity.</p>
<b>ELIGIBLE APPLICANT</b> <a href="#">ESEA § 4310 (6)</a>	<p>The term “eligible applicant” means a developer that has—</p> <ul style="list-style-type: none"> <li>(A) applied to an authorized public chartering authority to operate a charter school; and</li> <li>(B) provided adequate and timely notice to that authority.</li> </ul>
<b>EXPAND</b> <a href="#">ESEA § 4310 (7)</a>	<p>The term “expand,” when used with respect to a high-quality charter school, means to significantly increase enrollment or add one or more grades to the high-quality charter school.</p>

<b>GSC Definition: Significant Expansion</b>	The term “expand” when used concerning a high-quality charter school, means to significantly increase enrollment by at least twenty-five percent (25%) for a specific grade level(s), a minimum of twenty-five percent (25%) schoolwide, or add one or more grades to the high-quality charter school.
<b>FEDERAL FISCAL YEAR (FFY)</b>	The federal fiscal year is the U.S. government's annual budget cycle, running from October 1st to September 30th of the following calendar year, identified by the calendar year in which it ends (e.g., Federal FY 2026 runs Oct 1, 2025 – Sept 30, 2026).
<b>HIGH-QUALITY CHARTER SCHOOL</b> <a href="#">ESEA § 4310 (8)</a>	The term “high-quality charter school” means a charter school that— (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State; (B) has no significant issues in the areas of student safety, financial, and operational management, or statutory or regulatory compliance; (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in §1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
<b>GSC Definition: High-Quality Charter School</b>	GSC will use the state’s School Performance Framework (SPF), Colorado’s ESEA-approved determinant of school success, to determine whether a school is “high-quality.” Applicants will need to demonstrate both strong overall performance (identified as a “Performance” rating on the SPF), as well as a track record of “significantly increasing” student performance either by: a. outperforming the district average on relevant SPF indicators, b. exhibiting an upward trend in Academic Achievement using the SPF’s Percentile Rank indicator, or c. demonstrating significant growth (i.e., MGP > 50) for an indicator for the overall student population and for each specific student subgroup.
<b>REPLICATE</b> <a href="#">ESEA § 4310 (9)</a>	The term “replicate,” when used with respect to a high-quality charter school, means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school, under an existing charter or an additional charter, if permitted or allowed.
<b>TECHNICAL ASSISTANCE (TA)</b>	The term “TA,” in the context of the federal CSP grant, involves providing or receiving expert support, training, coaching, and resources to improve quality, capacity (especially fiscal oversight), and successful implementation, often mandated with set-aside grant funds for these services.
<b>UNIQUE ENTITY IDENTIFIER (UEI)</b>	A UEI is a 12-character alphanumeric code the U.S. federal government uses to uniquely identify organizations for grants and contracts, replacing the DUNS Number in 2022. This code is obtained for free through the System for Award Management ( <a href="#">SAM.gov</a> ) and it is essential for anyone doing business with the federal government, including as a subgrantee, to ensure proper tracking and management of awards.



## APPENDIX B: GSC CSP BUDGET GUIDANCE

The Great Schools Colorado-CSP Budget Worksheet, in Excel, is the document that will guide the charter school, authorizer, and the GSC team throughout the annual grant period. It is created to ensure:

- Compliance with state and federal regulations, including but not limited to tracking expenditures as required by the [CDE Chart of Accounts \(COA\)](#),
- The planned spending for the entire grant period, and
- The history of the budgeted and actual expenditures is maintained

The [CSP Budget Template](#) will become the worksheet that will be used to document approved expenditures to be reimbursed by the subgrant. **The tabs, calculations, and chart of accounts should not be modified on the template spreadsheet. Any applicants that submit a budget spreadsheet with a modified structure will be required to revise and resubmit a corrected budget.** For awarded subgrantees, a new budget document will be released annually.

The proposed budget and budget narrative should support the subgrant project goals identified in Application Part II, Narrative Section B of the application and demonstrate a clear relationship between identified goals, proposed activities, and the use of funds. Applications should contain budget narratives for all years of funding. The completed multi-year budget submitted as part of the application will serve as the basis for all grant expenditures and must remain aligned with the approved application on file with the League unless a revision is required.

**Please be advised that this is a reimbursement subgrant, and schools must have available general funding for initial purchases.**

All schools must submit a proposed budget reflecting anticipated expenditures for the full award period at the time of application. The multi-year budget establishes the total funding need and planned use of funds across all years of the subgrant.

Subgrant funds must be spent sequentially; first-year funds must be drawn down before accessing second-year funds, etc. The budget period for the initial planning year is **from final approval through September 30**. The budget period for the initial year of an Implementation-only subgrant is from **final approval through September 30**. Implementation-only subgrants awarded during the year of application will not go back to October 1<sup>st</sup> of the first year. The proposed subgrantee budget should reflect this timeframe.

When applications have been reviewed, final subgrant amounts will be determined based on the funding structure detailed in the Available Funds section. Budget documents submitted to the GSC team will be returned to successful charter school applicants and their authorizer with specific comments requiring additional information. This original budget revision must comply with the application review comments and will serve as a basis for future budget revisions. Any sub-grantee that fails to properly submit an original budget revision within 30 days of the date of the Subgrant notification may lose their grant award. Contact the designated LEAGUE Grants Fiscal Manager at [accounting@coloradoleague.org](mailto:accounting@coloradoleague.org) with any issues.

### General Guidelines and Restrictions

CSP subgrant budget form instructions can be found in the document. Each line item in the Excel budget should include the following in the respective columns: project/object category, subgrant project goal, budgeted amount (initial entry must be under original amount), and adequate budget item

description/justification including cost per unit and an explanation of quantity (such as number of items or kits, number of students, grade level, classrooms or employees served, etc.).

The following guidance is provided to assist in the preparation of the budget.

- All budget line items must include sufficient detail and justification to demonstrate allowability and reasonableness. Line items should clearly identify quantity, unit cost, and purpose, or be broken into multiple line items as needed to explain how funds will be expended. *Note: The Excel budget worksheet does not automatically calculate quantities; the amount entered must reflect the total projected cost.*
- Budget submissions may go through multiple rounds of review prior to final approval; schools should plan accordingly.
- Administrator and business mentoring costs may be budgeted where allowable and must be reasonable and consistent with market rates. Budgets must include the hourly rate, estimated hours, and a brief description of services.
- Attendance at conferences must be justified against the subgrant project goals and is limited to two individuals (unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes).
- Requests for specialized training must include expected attendees, expected outcomes, topic(s), provider, cost, and a plan for sustaining that training.
- Budget expenditures must be supported by a sufficient description that provides the number of staff/students to be served; this can be grade level or the actual number of participants. In subsequent years, this is critical as the subgrant is not intended to address recurring costs.
- Performance management and professional development requests must include the number of participants, days, the 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 determined to be unrealistic or unallowable may be reduced or removed during the review process. For example, if \$8,000 is requested to send six individuals to a national conference, you may be asked to instead send two people each year over three years.
- Subcontracting is allowed, but schools must comply with procurement policies outlined in UGG 2 CFR§ 200.317.
- Please follow your authorizer's internal policies and procedures when budgeting for supplies, non-capital, and capital equipment.
  - o In general, supplies are small purchases consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
  - o In general, non-capital purchases that are valuable in nature and classified as equipment but costing less than the authorizer's policy for capital assets inventory. For example, iPads are generally a non-capital purchase and should be tracked and inventoried to mitigate theft.
  - o Capital purchases are generally above \$5,000 per unit, including any taxes, shipping, and installation charges. These items are meant to be used for longer than a year and need to be properly depreciated through the authorizer's accounting system. At the end of the useful life, the LEAGUE must be made aware of any possible sale or disposal of capital equipment, as funds may need to be sent back to the federal government.

### **Required Policies and Procedures**

Schools awarded will be required to establish the following fiscal policies and procedures. This is a requirement of the UGG 2 CFR 200 and must be in place and established to ensure compliance.

- 200.302 Financial Management
- 200.319 Procurement
- 200.318 Conflict of Interest
- 200.320 Micro-Purchases
- 200.333 Record Retention

#### Chart of Accounts – Coding of Expenditures

CDE COA was developed in response to 22-44-105(4), C.R.S., introduced as H.B. 1213 and enacted by the legislature in 1994. CDE, all school districts, and the Board of Cooperative Educational Services in the state shall use the system to report and obtain necessary financial information. It is important to review the CDE COA available at: <https://www.cde.state.co.us/cdefinance/sfcoa>.

#### Project/Object Categories

Examples 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.

*(0300) Purchased, Professional and Technical Services* - Consultant fees, professional educational services, and other services performed by persons or firms with specialized skills and knowledge. In addition, property services include operating, repairing, or maintaining school property (not continuous).

*(0500) Other Purchased Services* – Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning period, 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.

*(0600) Supplies/Materials* – Instructional materials and other supplies that are consumed or worn out through use. Per 2 CFR 200, supplies include tangible personal property other than equipment; computing devices are supplies when below the lesser of \$10,000 or the school's capitalization threshold. More restrictive local policy applies.

#### 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.

*(0100) Salaries* - Amounts paid related to personal services for both permanent and temporary employees. Amounts for planning, administration, etc., should be broken out.

*(0200) Employee Benefits* - Amounts paid for personal services for both permanent and temporary employees. Amounts for planning, administration, etc., should be broken out.

*(0300) Purchased Professional and Technical Services* – Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc. Identifying specific vendors within the application does not remove the sub-grantee's responsibility to follow its established procurement procedures. The grant requires **ALL** services that require a Contract or Memorandum of Understanding (MOU) to follow the

established sub-grantee procurement procedure to ensure no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

(0430) *Repairs and Maintenance Service* – Expenditures for repairs and maintenance services not provided directly by school personnel or contracted services that align with the Minor Facility Repair Appendix.

(0500) *Other Purchased Services* - Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning period, printing services, postage, advertising, and any expenditure related to travel, such as registration, mileage/airfare, and lodging. Also include student transportation. Please remember that any out-of-state travel must be approved before expenses may be incurred.

(0600) *Supplies/Materials* - Office supplies, books, non-curriculum software licenses, and other general supplies. Computer peripherals purchased outside a system package (such as mice, keyboards, and computer speakers) also fall under this category.

#### Equipment

The Federal definition of equipment is tangible personal property (including information technology systems) having a useful life of more than one year and a per unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes. Items considered equipment must be listed on a separate worksheet from the rest of the budget, as they must be tagged and inventoried according to 2 CFR § 200.439 Equipment.

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

(0735) *Non-Capital Equipment* – The GSC subgrant requires items over \$10,000 each that will be used for more than one year to be considered equipment.

#### Transportation

Under § 4303(h)(4) of the ESEA, sub-grantees may use federal CSP funds to provide “one-time, startup costs associated with providing transportation of students to and from the charter school.” One-time startup costs may not be sustainable and must be related to the startup or expansion of the charter school. Therefore, provided that the expenses are necessary, reasonable, and allocable to the grant or sub-grant, a newly opened or expanded charter school could use a portion of its CSP funds to purchase a school bus to transport students to and from the charter school during the startup or expansion phase of the school. Subgrantees should be aware that, depending on the facts, a school bus may be considered a “capital asset,” in which case the subgrantee would be required to treat the cost of purchasing the school bus as a “capital expenditure” (UGG 2 CFR §§ 200.12, 200.13, 200.329, and 200.439).

The RFA and rubric under this subgrant will require applicants to describe the school's transportation needs and its plan to fulfill them. All applicants will be required to submit a transportation plan as an addendum. Schools choosing to provide transportation, whether using subgrant funds or not, must also demonstrate that they have a state statute-aligned and CDE-approved transportation policy. This policy will address state statute and rules related to public transportation safety, which are outlined in 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles (one of 4 versions by manufacture date: April 30, [2015-Present](#), September 1, [2007-2015](#), February 1, [1999-2007](#) or October 1, [1993-1999](#)), [1 CCR 301-26 Operation Maintenance and Annual Inspection of School Transportation](#)

[Vehicles](#), and [Rules for the Administration of the Public School Transportation Fund](#) (CCR 301-14) and guidance. Additionally, the League will require sub-grantees requesting these funds to establish contact with the Transportation office at CDE to receive authorization on any purchases before purchases are made or subgrant funding is released, provide a multi-year transportation and maintenance budget, and comply with any additional and all necessary technical assistance trainings. This information may be requested during a monitoring desk review, visit, and/or reporting period.

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

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

### Criteria

The League will use the following criteria for determining whether a proposed transportation expense is allowable under the CSP subgrant:

- As part of GSC's regular monitoring protocol, the school will provide annual reports on the status of the bus/vehicle, including evidence of proper record keeping, inventory, serial number, and maintenance, further details will be provided during post-award training.
- The League GSC Team will evaluate the identified cost of a bus/vehicle to determine whether the price is reasonable **before a purchase is allowed**.
- The primary goals of the subgrant must be clearly met and not compromised based on transportation-related expenditures.
- The school will provide a transportation goal and write a measure and metric to report on related to that goal.
- The school will provide an update in their APR on their transportation plan and its effectiveness.
- The school will ensure that funds used are clearly associated with a one-time cost to the school.
- Management of recurring transportation costs is a consideration.
- Schools will be asked to complete a budget template to demonstrate an understanding of what reasonable cost assumptions look like over five years for managing transportation expenses and how these costs will be incorporated into a long-term, sustainable operational school budget.
- As with other assurances, the League will not fund recurring costs in the subgrant.

### Facilities

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

- CSP Non Regulatory Guidance (January 2014) [PDF](#)



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

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

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

- Whether the renovation is necessary for the performance of the subgrant;
- Whether the cost of the renovation (e.g., materials and labor) is commensurate with the market rate for such goods and services;
- Whether the relative cost of the renovation is calculated as a percentage of the overall dollar size of the CSP subgrant allocated to the charter school.
- Whether the relative cost of the renovation is calculated as a percentage of the overall cost basis of the underlying property.
- Whether the costs are non-sustained (i.e., “one-time” costs associated with the startup or expansion of the charter school).

#### ***Determining what constitutes “Minor Facilities Repairs and Necessary Renovations”***

Minor facility repairs and necessary renovations cannot add to the permanent value of the property nor appreciably prolong its intended life; instead, they can keep it in efficient operating condition. In addition, under this program,

1. The total one-time expense will not exceed 10 percent of the annual GSC subgrant award in a given year. For schools applying in their first year of implementation, the maximum award will not exceed 10 percent of a three-year annual award.
2. The other goals of the GSC subgrant application can be met and are not compromised due to the proposed expenditures related to facility repairs.

Examples of minor facility repairs include repairing a leak in the roof, replacing a broken window, and repairing a furnace or an air conditioning unit. Minor facility repairs neither add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition.

Applicants should also consult the [Cost Principles](#) in the UGG for further assistance.

## References and Additional Guidance

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

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



## APPENDIX C: GSC SUBGRANT BUDGET TEMPLATE INSTRUCTIONS

Applicants must complete and upload a budget narrative into the grant management system and use the *Great Schools Colorado Budget Template*, (or available for download on the [materials page](#) of the competition you are interested in), to develop the itemized budget. This template includes required fields to calculate budget totals, distinguish between planning and implementation periods, and support line-item costs. See the **GSC-CSP Grant Budget Guidance** in [Appendix B](#) for additional detail and guidance.

The budget and narrative must demonstrate sufficient resources to implement the proposed project plan as outlined in the application narrative. Use the provided budget categories and ensure costs are specific, justified, and include clear calculations (e.g., quantity × unit cost).

Budgets must itemize annual expenditures across the subgrant period, clearly distinguishing between planning and implementation periods. Subgrant periods may not exceed 42 months in total, with planning limited to a maximum of 18 months and implementation no longer than 24 months regardless of the fund distribution timeline. **The earliest available date for allowable expenditures for cycle 2 subgrantees will be July 1, 2026, contingent upon an approved charter contract, approved budget, and executed GAN.**

Individual budget periods will be determined during post-award based on seat opening, but generally, schools can plan on a planning period of 18 months or less beginning on the date of the first eligible expedite and ending in September of the year that new seat growth begins. If a school's seat growth date would extend the planning period beyond 18 months, they should plan for their first eligible expenditure date to be no sooner than 18 months before September 30th of their first seat growth. Implementation year budgets should be planned to begin October 1 immediately following the planning year and end on September 30th of the following year.

The budget narrative must:

- Clearly link expenditures to project goals and activities.
- Specify whether costs fall under the planning or implementation period.
- Justify all line items, especially those not explained in the project narrative.
- Describe the method used to estimate costs.

Detailed breakdowns are required for significant purchases. For example, do not list \$25,000 for a “computer network.” Instead, break it down (e.g., \$5,000 for servers, \$10,000 for 10 staff computers, \$10,000 for routers/switches). This supports cost reasonableness, allocation, and inventory management.

Salaries and benefits are generally limited to planning period activities only. Time and effort documentation is required for any personnel funded with CSP subgrant dollars. Refer to the **Allowable Use of Funds** section and [Appendix B](#) for more information.

All budgeted costs must be **necessary, reasonable, and allowable** per federal guidelines. As defined in 2 CFR §200.404, a cost is reasonable if it reflects what a prudent person would pay under the circumstances, is recognized as ordinary and necessary, and is consistent with current market rates in the applicable geographic area.

### Additional Resources

Refer to 2 CFR Part 200, Subpart E—Cost Principles, and the Electronic Code of Federal Regulations (e-CFR), Part 76, for federal cost guidelines. The League will also provide a [Program Grant Allowable Cost Guide](#), to assist with budget development. Applicants must complete and upload a budget narrative into the grant management system and use the *Great Schools Colorado Budget Template*, available for download on our website, to develop the itemized budget. This template includes required fields to calculate budget totals, distinguish between planning and implementation periods, and support line-item costs. See the **GSC-CSP Grant Budget Instructions in Appendix B** for additional detail and guidance.

The budget and narrative must demonstrate sufficient resources to implement the proposed project plan as outlined in the application narrative. Use the provided budget categories and ensure costs are specific, justified, and include clear calculations (e.g., quantity × unit cost).

Budgets must itemize annual expenditures across the subgrant period, clearly distinguishing between planning and implementation periods. Subgrant periods may not exceed 42 months in total, with planning limited to a maximum of 18 months regardless of the fund distribution timeline. **The earliest available date for allowable expenditures for cycle 2 subgrantees will be July 1, 2026, contingent upon an approved charter contract, approved budget, and executed GAN.**

While [Size and Structure of Subgrants](#) section provides a general framework, subgrantees may propose a different structure based on their needs. Subgrantees have flexibility in how their budget is allocated but must align all expenditures with the CSP project's objectives—to open or expand high-quality charter schools or replicate successful models (ESEA § 4303(b)(1)).

The budget narrative must:

- Clearly link expenditures to project goals and activities.
- Specify whether costs fall under the planning or implementation periods.
- Justify all line items, especially those not explained in the project narrative.
- Describe the method used to estimate costs.

Detailed breakdowns are required for significant purchases. For example, do not list \$25,000 for a “computer network.” Instead, break it down (e.g., \$5,000 for servers, \$10,000 for 10 staff computers, \$10,000 for routers/switches). This supports cost reasonableness, allocation, and inventory management.

Salaries and benefits are generally limited to planning period activities only. Time and effort documentation is required for any personnel funded with CSP subgrant dollars. Refer to the **Allowable Use of Funds** section and Appendix B for more information.

All budgeted costs must be **necessary, reasonable, and allowable** per federal guidelines. As defined in 2 CFR § 200.404, a cost is reasonable if it reflects what a prudent person would pay under the circumstances, is recognized as ordinary and necessary, and is consistent with current market rates in the applicable geographic area.

### Additional Resources

Refer to 2 CFR Part 200, Subpart E—Cost Principles, and the Electronic Code of Federal Regulations (e-CFR), Part 76, for federal cost guidelines. The League will also provide a [Program Grant Allowable Cost Guide](#) adopted by the previous CSP State Entity (CDE), to assist with budget development.

## APPENDIX D: FINANCIAL RISK ASSESSMENT FORM

### Purpose

This survey is intended to collect information about the capacity and ability of the applicant to manage federal and/or state grant funds. Information from the report will be used to assess the structure and capacity-building needs of the charter school and Local Educational Agency (LEA) and identify any appropriate technical assistance and/or resources to strengthen operations at both the charter school and LEA levels.

### Procedure

Completion of this report is required for reimbursement. Applicants are advised to ensure that the person or persons completing this form are those responsible for and knowledgeable about the financial management functions at the charter school and LEA/Authorizer level. This information will be taken into consideration as part of the subgrant application. Scores will determine if the applicant's level of risk to manage grant funds is high, medium, or low, and these scores will be utilized in determining appropriate technical assistance, reporting, and monitoring requirements for potential subgrantees.

### Risk Assessment

The risk score determines the order in which the League will evaluate and monitor the subgrant program.

- **High Risk** - A score over 20 for either the LEA or charter school requires intensive monitoring (monthly check-ins with LEA and school fiscal representative(s) are required to participate) and improvement based on a thorough evaluation of the subgrant project. An approved action plan will be required before final approval.
- **Medium Risk** - A score between 8 and 20 for either the LEA or charter school requires evaluating areas that need improvement, and improving those areas based on the approved action plan is required before final approval.
- **Low Risk** - A score below 8 for either the LEA or charter school generally identifies that the project is at lower risk for potential waste, mismanagement, non-compliance, or fraud. No extra actions are required.

**Scoring: The following questions will be scored from 0 to 5.**

5 – High Risk | 0 – Low Risk

Financial Risk Management Survey				
Authorizing Local Education Agency (LEA)				
No.	Question	Highlight Correct Answer		Score:
1	Is the LEA on the Federal or State Debarment List, including the USDA National Disqualified List and State §501 (c) (3) list? (If yes, no need to go further)	Yes (25)	No (0)	
2	Is the LEA in good standing on the State §501 (c) (3) list?	Yes or N/A (0)	No (5)	
3	Does the LEA have an active, no-exclusion, Unique Entity ID (UEI)?	Yes (0)	No (10)	

4	Has the LEA or its principals ever been suspended or debarred from receiving federal or state grants or contracts?	Yes (5)	No (0)	
5	Has the LEA ever had a government contract, project, or agreement terminated?	Yes (5)	No (0)	
6	Does the LEA employ a finance director with at least three years of experience in accounting at this type of entity?	Yes (0)	No (5)	
7	Have there been changes in fiscal/project personnel in the previous year at the LEA?	Yes (5)	No (0)	
8	Does the LEA use a commercial/licensed financial software system?	Yes (0)	No (5)	
8a	<i>If Yes – Identify which system:</i>			
9	Does this system ensure that grant funds are not commingled with general operating funds?	Yes (0)	No (5)	
10	How many years has the LEA been in existence?	0–2 years (4)	2–5 years (3)	
		6–10 yrs (2)	11–14 yrs (1)	
		15 years + (0)		
11	Does the LEA have experience managing other federal, state, local, or private funds?	0–1 year (4)	2–4 years (3)	
		5–7 years (2)	8–10 yrs (1)	
		10 years + (0)		
12	Does the LEA have written procedures for procurement time and effort (federal) and fiscal management (to include internal control procedures) of federal or state grant funding that specifically comply with the Uniform Grants Guidance?	Yes (0)	No (1)	
13	Does the LEA have procedures established to identify unallowable costs under federal or state grant funding before expending funds?	Yes (0)	No (1)	
14	Has the LEA received awards from CDE in the past?	Yes (0)	No (1)	
14a	<i>If Yes – Identify which project and year (list):</i>			
15	Single Audit Status (answer only if LEA receives MORE THAN \$750k in federal funding from other sources:  <i>*Findings refer to a material weakness, significant deficiency, or questionable costs.</i>	No single audit performed (5)	Received a Program & Fiscal audit funding (4)	
		Received a Fiscal audit finding (3)	Received a Program audit funding (2)	
		No findings (0)		

16	Financial Audit Status (answer if LEA is not required to have a Single Audit, but instead a standard financial audit):	No audit performed for prior year (5)	Financial Audit completed for prior year (0)					
		IRS 990 Form Submitted for Review (0)						
17	The ratio of reserve cash on hand to operational budget is represented in the months of cash on hand for LEA. ( <i>i.e.</i> , grant budget divided by total operating budget).	<5 % (0)	6% – 19% (1)					
		20% – 30% (2)	31% – 39% (3)					
		40%+ (4)						
17a	<i>Provide a copy of the most recent LEA financials.</i>							
<b>Applicant Charter School</b>								
No.	Question	Highlight Correct Answer:		Score:				
18	What is the number of years that the charter fiscal contact has been in the position as of the application date?	< 1 year (4)	1–2 years (3)					
		3–5 years (2)	6–9 years (1)					
		10 years + (0)						
19	Does the charter school have written procedures for procurement time, effort, and fiscal management of federal or state grant funding that specifically comply with the Uniform Grants Guidance?	Yes (0)	No (1)					
20	Does the charter school use a commercial/licensed financial software system?	Yes (0)	No (5)					
20a	<i>If Yes – Identify which system:</i>							
21	Does this system ensure that grant funds are not commingled with general operating funds?	Yes (0)	No (5)					
22	The ratio of Reserve Cash on Hand to Operational Budget is represented in months of Cash on Hand for the charter school. ( <i>i.e.</i> , grant budget divided by total operating budget).	<5 % (0)	6% – 19% (1)					
		20% – 30% (2)	31% – 39% (3)					
		40%+ (4)						
<b>Total:</b>								

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I know that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject this entity to immediate termination of a grant award agreement up to and including return of any disbursed funds.*

\_\_\_\_\_  
Name of Charter School Authorized Representative  
(CSP Subgrant Contact)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name of School District or Charter School Institute  
Authorized Representative (Fiscal Manager)

\_\_\_\_\_  
Signature

## APPENDIX E: SUBGRANT GOALS GUIDANCE

Subgrant project goals need to be developed to support the planning and implementation of the proposed school under the subgrant. **Two overarching categories of subgrant project goals typically fall under this requirement: Academic Goals and Operational/Management Goals.** Academic Goals are tied directly to student performance (achievement **and** growth) and postsecondary and workforce readiness (dropout rates, matriculation and graduation rates, and anticipated graduation year). Operational/Management Goals are typically tied to financial management, leadership, and governance of the school, facilities, and/or enrollment and retention.

The CSP grant aims to provide funds and technical assistance to support the development of high-quality charter schools. Therefore, the subgrant project goals should detail how the funds will be spent to support the goals aligned to the mission and vision of the new or expanding/replicating charter school.

- Schools should have 3 - 5 subgrant project goals for academic programming, operational/management needs, and school climate and culture that align with the school's mission and vision. These goals might also include the support of technology.
- Each subgrant expenditure must fit clearly within at least one of the project goals.
- All goals need measures and metrics, within the term of the subgrant, for the proposed student population. Goals are the large outcome-driven statements, while metrics and measures are what you will do and what you will monitor to achieve the stated goal.
- At least one project goal should focus on student achievement, academic growth, and/or postsecondary and workforce readiness.
- An aligned project goal or measure is needed **if** the school seeks subgrant funds for minor facility repairs, transportation, and/or library construction.
- Organizational and management goals should be written for the school to address such matters as finances, facilities, leadership, governance, personnel, attendance and retention rates, strength of community, parent satisfaction, and market demand.
- Goals are written in the SMART format described below.

SMART goals are specific, measurable, attainable/achievable, research-based/relevant, and timely.

- *Specific*: Targeted subject area, grade level, and student population
- *Measurable*: Measurable performance/target area, including baseline and growth targets
- *Attainable*: Percentage of expected change
- *Research-based and relevant*: Subject area addressing an urgent need
- *Time-bound*: Bound by a time frame

### **Example: Subgrant Project SMART Goals**

**Goal 1 – Academic Achievement:** The Charter School will develop, by the start of Year 1 implementation, a standards-aligned academic STEM model with specific supports for educationally disadvantaged students designed to build skills, so students are postsecondary and workforce ready.

- Measure 1.1: Open school with standards-aligned scope and sequence of STEM curriculum for each grade level that includes lesson plans, unit plans, and tests, with the first three months in place and the remaining curriculum in place before Thanksgiving.



- Measure 1.2: MAP assessments will be given every Fall and Spring to measure growth and achievement in Math and ELA. By the end of Year 1 of operations, 75% of students will meet or exceed individual MAP growth targets in both Math and ELA and 90% of students will meet or exceed individual MAP growth targets in both Math and ELA by the end of Year 2 of operations.

**Goal 2 – Professional Development:** The Charter School will develop a strong professional development plan for teachers, administrators, and board members to build a culture focused on growth and continuous improvement, ultimately ensuring successful implementation of the school's mission and vision. This plan will be constructed and shared before the first school day each year.

- Measure 2.1: Each school year, 100% of teachers with less than three years' experience will be provided ongoing mentorship by experienced teachers with more than five years' experience.
- Measure 2.2: Each school year, 90% of governing board members will visit the school to attend two classes and eat lunch with students.

**Goal 3 – Engaging Learning Environment:** The Charter School will establish an engaging learning environment that encourages inquiry and collaboration amongst staff and students by the end of Year 1 implementation.

- Measure 3.1: 100% of classroom furniture and equipment in place and ready for student use when school opens in the fall.
- Measure 3.2: In April of each school year, satisfaction surveys will be administered to students, parents, teachers, and community members. 80% or higher of parents, 90% or higher of students, 90% or higher of teachers, and 80% or higher of community members will report an overall level of satisfaction with the school. Students and teachers will have a 100% participation rate.
- Measure 3.3: By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year's enrollment goals, including recruitment and retention.

**Goal 4 – Operations:** The Charter School will create systems and structures for day-to-day operations of the facility and school management to create a successful, sustainable school by the end of Year 2 implementation.

- Measure 4.1: The school will have a 90% retention rate for teachers as measured by the number of teachers returning to teach in the fall for Year 2 of operation.
- Measure 4.2: By the end of Year 1 of operation, the school will retain contracted services for legal counsel, accounting support, an IT consultant, and a website development consultant.
- Measure 4.3: By the end of Year 1 of operation, the school will retain marketing consulting services to develop separate marketing plans for each year's enrollment goals, including recruitment and retention.

## APPENDIX F: ENROLLMENT AND LOTTERY GUIDANCE

### Lottery and Enrollment Requirements

This policy seeks to enable high-quality charter schools to enroll and serve more educationally disadvantaged students to ensure all students in the state are ensured the opportunity to achieve state content standards, graduate from high school, and enter college or a career with the requisite knowledge and skills to succeed. In Colorado, charter school laws seek to provide opportunities to parents, educators, and community groups to develop innovative programs and to establish alternative means within the existing public school system to improve the education of students. Great Schools Colorado will guide and support charter schools and subgrantees in their work with their authorizers to implement state law as appropriate to increase opportunities, using weighted lotteries in some cases.

The practical application of this policy enables educationally disadvantaged students to have two chances in the lottery, whereas non-educationally disadvantaged students would have one opportunity in the lottery. Although it is the responsibility of the charter school's authorizer to approve and provide oversight of the lottery, ultimately, it is the responsibility of the subgrantee to adhere to CSP statute and nonregulatory guidance for CSP-funded schools.

Federal Law	CSP Nonregulatory Guidance
<p><b>ESSA 4303 (c)(3) RULE OF CONSTRUCTION. — (A)USE OF LOTTERY.</b> —Nothing in this Act shall prohibit the Secretary from awarding grants to State entities, or prohibit State entities from awarding subgrants to eligible applicants, that use a weighted lottery to give slightly better chances for admission to all, or a subset of, educationally disadvantaged students.</p> <p>4310 – Definitions – Charter School (K) operates in accordance with State law.</p> <p>ESEA 1115(b)(2) and ESEA 1115(c)(2): Economically disadvantaged, SWD, ELL, Neglected or delinquent, homeless.</p>	<p><b>E-3. Are weighted lotteries permissible?</b> Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances ... a charter school may weight its lottery to give slightly better chances for admission to all or a subset of educationally disadvantaged students if State law permits the use of weighted lotteries in favor of such students.</p> <p><b>E-4. May a charter school exempt specific categories of applicants from the lottery and admit them automatically?</b> The following categories of applicants may be exempted from the lottery on this basis: d) children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment)</p>

A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. A lottery is a random selection process by which applicants are admitted to the charter school, as per ESEA §4303 (c)(3)(A).

Under §ESEA 4310(H)(i), a charter school must admit students based on a lottery, consistent with §4303(c)(3)(A) if more students apply for admission than can be accommodated.

A charter school is a school to which parents choose to send their children, and that --

- (i.) admits students based on a statistically random lottery, consistent with section
- (ii.) 4303(c)(3)(A), if more students apply for admission than can be accommodated; or in the case of a school that has an affiliated charter school (such as a school that is part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students based on a lottery as described in clause (i);

As part of the lottery process, those students who do not get into the school are put on a waitlist in the order of their lottery selection. Students are offered seats if they become available, and if the waitlist seat is declined, then the school would move to the next student on the waitlist.

A charter school that is oversubscribed and, consequently, must use a lottery generally must include all eligible applicants for admission in that lottery. A charter school may exempt from the lottery only students deemed to have already been admitted to the charter school and, therefore, do not need to reapply.

### **Exemptions from the Lottery**

While all eligible applicants for admission to the school generally must be included in the lottery, a school may exempt specific categories of applicants from its lottery within its enrollment policy. Specifically, the following categories of applicants may be exempted from the lottery on this basis, per the Charter School Program Nonregulatory Guidance.

- 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;
- Siblings of students already admitted to or attending that same charter school; and
- Children of a charter school's founders, teachers, and staff (so long as the total number of students allowed under this exemption constitutes only a small percentage of the school's total enrollment. The charter school should clearly define what constitutes a founder and the eligibility criteria for children of teachers and staff (full- or part-time, years of employment, etc.) in its enrollment policy.

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

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

Charter schools should reach out broadly to the community, including English language learners and students with disabilities. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. A new applicant for admission to the charter school, however, would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school. ESEA §4303 (f)(1)(A)(viii)(I).

To be eligible for a CSP subgrant, a charter school's admissions practices must comply with applicable federal and state laws. Exemptions from the lottery specified above are permissible only to the extent that they are consistent with the state's charter school law, other applicable state laws, the school's charter, and any applicable Title VI desegregation plans or court orders requiring desegregation, or “hamper, delay or negatively effect” any voluntary desegregation efforts in the community. A charter school's admissions practices must be consistent with: the Age Discrimination Act of 1975; Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Section 444 of the General Education Provisions Act; and Part B of the Individuals with Disabilities Education Act. Colorado law is consistent with these Acts.

## Weighted Lottery Plan

### Context:

In Colorado, charter schools are not required to implement a lottery for admission. Rather, a charter school must admit students through “a publicly verifiable selection process that is either random in nature or first-come-first-served” (1 CCR 301-88 section 2.02(F)).

In spite of these options, in order for a Colorado charter school to qualify for Federal CSP grants, the school must use a lottery if there are more students than seats available. Further, Federal law governing the Charter Schools Program permits charter schools to use weighted lotteries in admissions if it aligns with state law, particularly when serving educationally disadvantaged students.

There is no strict definition for educational disadvantage; however, we do know for certain that the term includes the following:

- economically disadvantaged students,
- students with disabilities,
- English-language learners, and
- students who are migrant, homeless, neglected, delinquent or in foster care.

There is nothing in Colorado law that prohibits the use of weighted lotteries for charter schools, so long as the underlying lotteries are otherwise random in nature and follow all other state and federal non-discrimination laws. In fact, weighted lotteries for students with disabilities are explicitly authorized in state law (see 22-30.5-104(3)(a.5), C.R.S.).

Under Federal statutes, such weighted lotteries must comply with 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 applicable; the equal protection clause of the Constitution; and any other applicable State non-discrimination laws. For CSP participants, any weighted lottery must only give “slightly better chances” for admission to all or a subset of educationally disadvantaged students.

### Plan:

In reviewing subgrant applications for the State Entities Grant (SE), Colorado will review applications that propose use of a weighted lottery in the following manner:

Criteria	Yes/No	Notes
1. Does the applicant use a lottery for assigning open seats?		<p>If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.</p> <p>If “yes”, proceed to the next question</p>

2. Is the underlying methodology of the lottery random in nature?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
3. Is the process publicly verifiable?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
4. Is the proposed weighted lottery intended to support one or more of the following categories? a. Economically disadvantaged, b. Students with disabilities, c. English-language learners, d. Students who are migrant, homeless, delinquent or in foster care?		If “yes”, proceed to question 7.  If “no”, proceed to question 6.
5. If some other category is proposed, does the state find that the category reasonably could be found to be considered “educationally disadvantaged”?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
6. Does the policy, as written, appear to comply with Title VI of the Civil Rights Act of 1964?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
7. Does the policy, as written, appear to comply with Title IX of the Education Amendments of 1972?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
8. Does the policy, as written, appear to comply with Section 504 of the Rehabilitation Act of 1973?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
9. Does the policy, as written, appear to comply with Title II of the Americans with Disabilities Act of 1990, as applicable?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
10. Does the policy, as written, appear to comply with the equal protection clause of the Constitution?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
11. Does the policy, as written, appear to comply with any other applicable State non-discrimination law?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question
12. Does the policy identify the weight to be assigned to each set or subset of students?		If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.  If “yes”, proceed to the next question

13. Would a reasonable person conclude that the weight assigned provides “slightly better chances” for admission to all or a subset of educationally disadvantaged students?	<p>If “no”, the proposed lottery is ineligible for use while maintaining subgrant eligibility.</p> <p>If “yes”, then the weighted lottery is allowed.</p>
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Before any potential CSP grant funds could be released, the school must provide the CSP project team with a signed and executed charter contract with a contract term that falls within the grant funding period. Whether through the contract or through any other written confirmation, staff shall also receive evidence of authorizer approval of the school’s lottery and enrollment policy. Any subsequent amendments that continue to offer a weighted lottery would require evidence of authorizer approval. If a CSP grant recipient chooses to subsequently add a weighted lottery, they must submit the policy to their CSP project team for pre-approval. Staff shall use the same approval process noted above.

### Enrollment Policy

The following elements must be addressed in the charter school’s enrollment policy/report, which will be submitted as an attachment to the subgrant application. If awarded, the school’s enrollment policy **MUST** be submitted annually for the duration of the subgrant, regardless of whether or not there have been changes to the policy.

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

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students. They must recruit in a manner that does not discriminate against students of a particular race (including hair texture, hair type, or hairstyle), creed, color, national origin (including English language learners), religion, ancestry, gender, sexual orientation, or against students with disabilities. Applicants must specifically address what, if any, activities, actions, and/or plans are in place to support and encourage a diverse school, involve those who may not typically have a seat at the table, and have strategies to decrease disparities in recruiting and enrolling new students.

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



### Definitions Applicable to a Lottery

- **Educationally Disadvantaged Students:** Under federal law (ESEA §1115(c)(2)), this includes economically disadvantaged children, children with disabilities, migrant children, English Learners, neglected or delinquent students, homeless students, and students who are in foster care.
- **Economically Disadvantaged:** A family whose income would make a child eligible for free or reduced price meals if the child were in kindergarten. Maryland Code, Education §7-101.1.
- **Children with Disabilities:** A child with a disability means a child evaluated under §300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, any other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services. IDEA Part B, Section 300.8.
- **Migrant/Immigrant Children and Youth:** The term “immigrant children and youth” means individuals who—(A) are aged 3 through 21; (B) were not born in any state; and (C) have not been attending one or more schools in any one or more states for more than three full academic years. ESEA §3201. 20 U.S.C. 7011.
- **English Language Learner:** The term “English learner”, when used with respect to an individual, means an individual—(A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. ESEA §3201.20 U.S.C. 7011
- **Neglected or Delinquent students:** The term 'neglected,' when used with respect to a child, youth, or student, means an individual who has been committed to an institution (other than a foster home) or voluntarily placed under applicable state law due to abandonment, neglect, or death of his or her parents or guardians. The term 'delinquent,' when used concerning a child, youth, or student, means an individual who resides in a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

**Homeless Students:** A child who is homeless or has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).

- **Foster Care Students:** Foster Care means 24-hour substitute care for children placed away from their parents or guardians, for whom the Title IV–E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. Code of Federal Regulations [CFR] §1355.20



## APPENDIX G: TECHNICAL ASSISTANCE / PROFESSIONAL DEVELOPMENT / TRAINING PLAN

### Overview of Technical Assistance (TA)

To scale high-quality educational options, Great Schools Colorado (GSC) provides expert-led Technical Assistance (TA) focused on governance, fiscal responsibility, and instructional design.

By implementing these best practices, GSC ensures that charter school developers and operators are well-equipped to improve student outcomes and maintain rigorous accountability. GSC serves as a central hub, connecting eligible applicants with funding opportunities and professional guidance.

### Delivery and Engagement

GSC delivers TA to incubation teams, applicants, subgrantees, and authorizers through various channels, including [case studies, town halls, conferences, and digital resources](#).

Support is provided during both the pre-application and post-award phases to ensure a seamless administrative process. While a baseline of required activities is established upon award, GSC regularly updates these requirements to adapt to the evolving needs of subgrantees.

### Mandatory Requirements & Budgeting

Subgrantees must participate in core programs, including the **Foundations of Charter School Leadership**, [Board and Governance Training](#), and specialized cohorts for [Operations and Finance](#). Other examples of approved activities include, National Charter School Conference, School Safety Trainings, and School-Wide Professional Development Activities. Subgrantees are authorized to utilize grant awards to **contract external providers** for their training and technical assistance (TA) requirements.

To support these initiatives, subgrantees are required to allocate at least 3% of their award to TA and professional development. All proposed activities must align with project goals and be clearly detailed in the budget narrative, including descriptions, costs, target dates, and the intended audience.

## APPENDIX H: DISCLOSURE INFORMATION

**Instructions:** ALL applicants are required to respond to each of the following sections. Respond with N/A if a section is not applicable. **Submit applicable disclosures as attachment 19 to the subgrant application**

1. Certain organizational relationships and contractual arrangements can impact the award and use of GSC grant funds. Describe any agreements or contractual relationships that have been or will be established with individuals, groups, or companies. These would include external service providers (such as educational service providers (ESPs), educational management organizations (EMOs), charter management organizations (CMOs), or charter collaboratives), technology providers, professional development providers, curriculum companies, or any other service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or collaborative has been or will be executed, please include a copy of the contract agreement as an attachment to the subgrant application **as attachment 9 to the subgrant application**. If a school is part of a charter network, please disclose this information here, but a copy of the agreement is not needed so long as the network is the holder of the charter contract.
2. Explain any relationship with an ESP (including those identified under question 1 above), including why the applicant is seeking to contract with an ESP. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?
3. Because certain contractual arrangements have a bearing on what can and cannot be funded with GSC grant funds, **a charter school subgrant 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 GSC grant funds are being requested for an item that may be included in that contract, please attach to the subgrant application a copy of the related contract(s) as part of **attachment 19 to the subgrant application**.
4. Explain which entity holds the charter school's assets and which entity will hold any assets obtained through GSC grant funds. Describe the composition of the governing board in relation to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the school, please explain. The description should align with the management agreement with the ESP and provide a clear picture of the ESP's responsibilities. Identify the ESP's cost of services expressed as a percentage of per-pupil revenue (PPR).
6. 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.
7. Per state statute C.R.S. 22-32-109(1)(y), school districts and charter schools (by extension through their charter contract) are required to develop and maintain a conflict-of-interest policy. Likewise, C.R.S. 24-18-104 also outlines required board member conduct. Please describe the board member conduct and conflict of interest policies that have been put in place, and include or attach with the subgrant application a copy of these policies as part of your response to **Appendix H: Disclosure Information included as attachment 19 to the subgrant application**.
8. Please see the following resource for what these policies should include:  
<https://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/gov/pdf/conflictinterestrules.pdf>.

## APPENDIX I: PROGRAM ASSURANCES FORM

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

A signature from the applicant charter school's authorizing local educational agency (LEA) is also required, indicating that the LEA agrees to serve as the subgrant fiscal agent on behalf of the applicant charter school for any GSC grant award.

On (date) \_\_\_\_\_ the Board of (School) \_\_\_\_\_ hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these subgrant funds, both the charter school's board and its authorizer hereby agree that the general assurances for all federal funds and the terms therein are specifically incorporated by reference in this application. The charter school and its authorizer also certify that all program and pertinent administrative requirements, as outlined in the corresponding "Funding Opportunity" request for applications document, will be met. Charter school/authorizer partnerships that accept funding through the GSC grant agree to the following certifications and assurances:

\_\_\_\_\_ Recipient school will be aware of and comply with all provisions of the federal Every Student Succeeds Act (ESSA, Public Law 114-95), which reauthorized the Elementary and Secondary Education Act of 1965 (ESEA), including, but not limited to, provisions on title V, part B, subpart 1, Title IX, Boy Scouts of America Equal Access Act, Armed Forces Recruiter Access to Students and Student Recruiting Information, Unsafe School Choice Option, Family Educational Rights and Privacy Act, Privacy of Assessment Results, and School Prayer.

\_\_\_\_\_ Recipient school will be aware of and comply with federal laws including, but not limited to, complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), §444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the "Family Educational Rights and Privacy Act of 1974"), and Part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Government wide Debarment and Suspension (Non-procurement) in 2 CFR part 180, as adopted and amended as regulations of the U.S. Department of Education in 2 CFR part 3485, and The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200, as adopted and amended in 2 CFR part 3474.

\_\_\_\_\_ Recipient school and their authorizer will ensure knowledge of and compliance with all provisions of any programmatic guidance identified on the U.S. Department of Education Charter Schools Program website, including but not limited to the 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria for the Charter Schools Program Grants to State Educational Agencies (80 FR 34201), New Flexibilities under the Every Student Succeeds Act Frequently Asked Questions (December 2017), and the Charter Schools Program Nonregulatory Guidance (January 2014 or subsequent version), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, allowable use of subgrant funds, and administrative and fiscal responsibilities.

\_\_\_\_\_ Recipient school and its authorizer shall ensure that a student's records, and, if applicable, a student's individualized education plan as defined in §602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (ESSA § 4308).

\_\_\_\_\_ Recipient school and its authorizer are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding this project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and that the recipient school and their authorizer have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation and state statute.

Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering subgrants and entering into contracts for equipment and services.

\_\_\_\_\_ Recipient school and its authorizer must remain in compliance with the requirements of the federal Children's Internet Protection Act.

\_\_\_\_\_ Recipient school and its authorizer certify that no policy of the school or local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.

\_\_\_\_\_ Recipient school and its authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that subgrant recipients and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official subgrant business, or from using government supplied electronic equipment to text message or email when driving.

### **Program Requirements**

\_\_\_\_\_ Applicant school's subgrant contact (charter school authorized representative) possesses the legal authority to apply for this subgrant on behalf of the school. If the subgrant 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 subgrant 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 subgrant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the subgrant program. The subgrant contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) with a financial interest in the subgrant award. Recipient school certifies it understands that an approved charter application and a signed charter contract are required to be eligible for an award.

\_\_\_\_\_ Recipient school operates (or will operate, if not yet open) a charter school in compliance with all state and federal laws, and does not discriminate based on race (including hair texture, hair type or hairstyle), creed, gender, sexual orientation, religion, ancestry, national origin, color, disability, or age.

\_\_\_\_\_ Recipient school agrees to notify the League within two business days upon any transition of administrator, leadership, or board member(s) at the school, and provide written notification from the governing board of any change in the school's Subgrant Contact.

\_\_\_\_\_ Recipient school and its authorizer will ensure that at least one person from the charter school will subscribe to and be responsible for receiving communication from the GSC distribution list for the life of the subgrant.

\_\_\_\_\_ Recipient school understands that it will not own rights, title, and/or interest in any of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this subgrant program.

## Federal Compliance

\_\_\_\_\_ Recipient school shall ensure that students enrolled in the charter school will be taught the United States Constitution each year on September 17, Constitution Day (<https://www2.ed.gov/policy/fund/guid/constitutionday.html>).

## Finances, Budget, and Audit

\_\_\_\_\_ Authorizer of the recipient school ensures that the charter school will receive funds through federal programs administered by the U.S. Department of Education, under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.

\_\_\_\_\_ Authorizer of the recipient school may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant and shall distribute all subgrant funds to the eligible applicant without delay.

\_\_\_\_\_ Recipient school, with authorizer review and approval, will submit a revised budget narrative and budget workbook to the League within 30 days of notification of a subgrant award; budget changes must meet the approval of the League before any subgrant funds will be released.

\_\_\_\_\_ Recipient using an educational service provider (ESP) certifies that the ESP will not influence or exercise control over expenditure of federal funds, and that the ESP agreement with the charter school governing board will be provided to the League before subgrant funds are released.

\_\_\_\_\_ Recipient school will ensure that they will budget for and comply with the required monitoring visit during Implementation Year 2, according to their projected student count for the year of the visit.

\_\_\_\_\_ Recipient school and its authorizer will follow reimbursement procedures, requesting funds at a minimum of quarterly, and respond to all subgrant requirements in a timely fashion, including the Annual Financial Report (AFR).

\_\_\_\_\_ Recipient school is required not to have expenditures that exceed the approved budget line items by more than a total of 10 percent. If they wish to deviate beyond 10 percent in any budget object core category, they must seek a budget revision before expenditure or legal obligation of those funds, or they may not be reimbursed for the excess amount.

\_\_\_\_\_ Recipient school will ensure that the awarded subgrant funds will be spent or encumbered by September 30 of each subgrant year unless extenuating circumstances warrant an extension request. Recipient school understands that any such extension request must be made by the Authorizer, on their behalf, no later than September 1 of the respective subgrant year, and that if the League does not approve an extension request because extenuating circumstance have not been established, the recipient school will be held to the September 30 deadline.

\_\_\_\_\_ Recipient school and its authorizer shall provide the League with a written account of expenditures no later than November 30 following each subgrant year, utilizing the Annual Finance Report.

\_\_\_\_\_ Recipient school and its authorizer shall maintain appropriate accounting records and procedures following state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence of costs incurred, with the provision that the records shall be kept available by the sub-grantee during the subgrant period and thereafter for five full years from the date of final payment. The League must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers, and other records relating to the expenditures of subgrant proceeds.

\_\_\_\_\_ Recipient school and its authorizer shall comply with all federal and state annual independent audit requirements and ensure that arrangements have been made to finance mandatory audits. Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program will be conducted by the recipients annually as a part of their regular audit. Auditors should be aware of the federal audit requirements of the Single Audit Act of 1984.



\_\_\_\_\_Recipient school is required to keep and maintain all equipment purchased with subgrant funds in compliance with federal law and regulations. Should the charter school close, the authorizer agrees to notify the League of the reason for closure and to notify the League regarding the appropriate disposition of assets purchased under this subgrant.

\_\_\_\_\_Recipient school shall ensure that none of the funds authorized under the ESSA, including funds received under this subgrant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools (20 U.S. Code §7906).

\_\_\_\_\_Recipient school and its authorizer understand that if any findings of misuse of subgrant funds are discovered project funds must be returned to the League, and that the League may terminate a subgrant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved subgrant application.

\_\_\_\_\_Grant history of the recipient school and their authorizer, including but not limited to past expenditure of funds, timely request of funds, and fulfillment of reporting requirements, may be considered for applicants in establishing the applicant's fiscal and programmatic risk for new subgrant award letters, as applicable.

### **Participation, Evaluation, Research, and Reporting**

\_\_\_\_\_Recipient school and its authorizer will participate in at least one site visit and one diagnostic review through the GSC MONITORING visit within the multi-year subgrant cycle by The League and possibly a visit by the U.S. Department of Education.

\_\_\_\_\_Recipient school will submit any necessary annual year-end reports to The League by October following each fiscal year, which evaluates how program objectives were met during the previous fiscal year, and outlines the recipient's plan for the next fiscal year. Continued funding for subsequent years is dependent upon completion of these annual reports.

\_\_\_\_\_Recipient school and its authorizer will, for the life of the subgrant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the [Participation, Evaluation, and Reporting](#) section of the (GSC) grant "Funding Opportunity" request for applicants, including participation in the League's annual evaluations, studies and surveys and submission of APRs, final subgrant report, and supporting documentation.

### **Authorization, Accountability, and Governance**

\_\_\_\_\_Recipient school assures that it has provided its authorizer with "adequate and timely notice" of this subgrant application (as required by ESEA §4310 (6)(B)), including the opportunity to review the complete GSC application before submission.

\_\_\_\_\_Recipient school will ensure the governing board is apprised of the requirements of the subgrant and their obligation to complete technical assistance requirements or risk delayed or suspended subgrant funds.

\_\_\_\_\_Recipient school and its authorizer, per ESEA §4303 (f)(1)(C)(i)(II), certify that the Charter Contract agreed for the school articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the charter contract accordingly, to include these before award monies are distributed.

\_\_\_\_\_ Recipient school and its authorizer certify that a high degree of autonomy is built into its charter contract, consistent with the requirements of ESEA §4310 (2) and ESEA §4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.

\_\_\_\_\_ Recipient school and its authorizer certify that their charter contract allows the opportunity for the school to purchase services via a third party.

\_\_\_\_\_ Recipient school shall include important information on the website of the school, as required by ESEA §4303 (f)(2)(G), to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section also requires the school to provide annual performance and enrollment data for the student body and subgroups of students on its website.

### **Minor Facilities Repair Expenditures**

*(Initial if seeking a portion of GSC funds to be designated for this purpose)*

\_\_\_\_\_ Recipient school acknowledges that any facility repairs will be minor, and any other renovations will be necessary to ensure compliance with applicable statutes and regulations.

\_\_\_\_\_ Recipient school acknowledges that any minor facility repairs paid for through GSC funds must be reviewed and approved by the LEAGUE before funds related to the activity can be incurred.

\_\_\_\_\_ Recipient school acknowledges that expenses are only for minor facility repairs that are non-sustained/one-time associated costs.

### **Transportation Expenditures**

*(Initial if seeking a portion of GSC funds to be designated for this purpose)*

\_\_\_\_\_ Recipient school acknowledges that any transportation costs paid from this subgrant will be to support transporting students to and from the charter school, that the costs will be one-time startup costs, and that the charter school will continue to meet the transportation needs of its students after the subgrant ends.

\_\_\_\_\_ Recipient school acknowledges that any one-time transportation costs are "essential" and fall within the scope of the approved project.

\_\_\_\_\_ Recipient school will report on the transportation project goal by completing the Transportation Annual Report for Charters yearly and including it in the APR.



IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE LEAGUE. The League may terminate a subgrant award upon 30 days' notice if it is deemed by the League that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results. Project modifications and changes in the approved budget must be requested in writing and approved in writing by the League before modifications are made to the expenditures. Please contact the designated League Grants Fiscal Manager (Email: [accounting@coloradoleague.org](mailto:accounting@coloradoleague.org)) and the GSC Grant Team (Email: [greatschools@coloradoleague.org](mailto:greatschools@coloradoleague.org)) for any modifications.

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

APPENDIX J: APPLICATION CERTIFICATION

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

I do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and 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 subgrant program will be filed on time. I further certify that all disbursements will be obligated after the subgrant has been awarded and the revised budget (if applicable) is approved, and prior to the termination date, have not been previously reported, and were not used for matching funds on this or any other project.

_____ Name of Charter School Board President	_____ Signature
_____ Name of Charter School Authorized Representative (Subgrant Contact)	_____ Signature

## APPENDIX K: OTHER RESOURCES

### OTHER CHARTER SCHOOL RESOURCES:

Resources: [Starting a Charter School in Colorado](#)

Starting Strong: [Best Practices in Starting a Charter School](#)

### PROMISING PRACTICES RESOURCES:

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

Individual Career and Academic Plan (ICAP):  
[http://www.cde.state.co.us/postsecondary/icap\\_promising\\_practices](http://www.cde.state.co.us/postsecondary/icap_promising_practices)

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

English Language Development: [http://www.cde.state.co.us/cde\\_english/eldguidebook](http://www.cde.state.co.us/cde_english/eldguidebook) Graduation  
Guidelines: <http://www.cde.state.co.us/postsecondary/grad-promising>

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

Alternatives to Exclusionary School Discipline practices:  
[http://www.cde.state.co.us/dropoutprevention/earss\\_resources](http://www.cde.state.co.us/dropoutprevention/earss_resources)

APPENDIX L: NOTIFICATION TO AUTHORIZER

In accordance with [ESEA 4310 \(6\)](#) “The term “eligible applicant” means a developer that has— (A) applied to an authorized public chartering authority to operate a charter school; and (B) provided adequate and timely notice to that authority.

To provide adequate and timely notice to their authorizers and include that evidence with this application, applicants can submit either a PDF of the timestamped sent email or a letter along with the receipt from sending a certified letter.

Language for that communication is below:

Date \_\_\_\_\_

Dear “Authorizer,” \_\_\_\_\_

This letter is to inform you that “School” located at “address”

\_\_\_\_\_  
(or currently applying for expansion or new school approval) is applying for a Charter School Program subgrant from the Great Schools Colorado SE Grant Competition. The application deadline is \_\_\_\_\_, and subgrant award determinations will be announced by \_\_\_\_\_.

Thank you,  
“School Representative” \_\_\_\_\_