

2025

Great Schools Colorado Charter School Program (CSP) Continuation Application

SUBGRANTEE – FEDERAL CHARTER SCHOOL PROGRAM
EXISTING SUBGRANTEES ONLY

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Background

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, replicating, and expanding high-quality public charter schools. Grant funds may also be used to provide technical assistance to eligible applicants and authorized public chartering agencies in opening new charter schools and replicating and expanding high-quality charter schools, and to work with authorized public chartering agencies to improve authorizing quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools.

Purpose of the Grant

Colorado League of Charter Schools (League) has received a competitive grant under this federal CSP for 2024- 2029 in the amount of \$68,146,405 to carry out the following objectives within Colorado:

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

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

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

NOTE: *This document is intended as a reference document for instructions and grant application planning purposes.*

Applications for the Great Schools Colorado (GSC) Charter School Program (CSP) Grant must be submitted through Foundant, an online grant management system. A link to this platform will be shared with applicants once the application process commences.

Submission of application materials either in hard copy or via email will not be accepted.

CONTINUATION OF CHARTER SCHOOLS PROGRAM ELIGIBILITY

Eligible Applicants

An existing or prospective charter school may be eligible to apply for federal CSP subgrant funds through the GSC, if they demonstrate they:

- 1) Meet the federal definitions of a “charter school” and “developer”
- 2) Have been approved by a charter school authorizer (LEA), qualifying as one of the following:
 - a. New Charter School
 - b. Replication of a High-Quality Charter School*
 - c. Expansion of a High-Quality Charter School*
- 3) Have been awarded a CSP State Entities Grant during the 2018-2023 performance period under the Colorado Department of Education (CDE) and actively in progress during 2024-2023 federal fiscal year.

A charter school can elect a fiscal agent of their discretion, unless contractually prohibited by their authorizer once funded.

Note: Applicants seeking CSP grant funding for a New, Replicating, or Expanding project in Colorado must apply under a separate, parallel application process. Eligibility criteria for this CSP grant competition is outlined below for information on potential eligibility for information only.

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

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

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

- A. in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph.
- B. is created by a developer as a public school or is adapted by a developer from an existing public school and is operated under public supervision and direction.
- C. operates in pursuit of a specific set of educational objectives determined by the school’s developer and agreed to by the authorized public chartering agency.
- D. provides a program of elementary or secondary education, or both.
- E. is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution.
- F. does not charge tuition.
- G. complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;
- H. is a school to which parents choose to send their children, and that—
 - i. admits students based on a lottery, consistent with section 4303(c)(3)(A), if more students apply for admission than can be accommodated; or
 - ii. in the case of a school that has an affiliated charter school (such as a school that is

part of the same network of schools), automatically enrolls students who are enrolled in the immediate prior grade level of the affiliated charter school and, for any additional student openings or student openings created through regular attrition in student enrollment in the affiliated charter school and the enrolling school, admits students on the basis of a lottery as described in clause (i);

- I. agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State unless such State audit requirements are waived by the State.
- J. meets all applicable Federal, State, and local health and safety requirements.
- K. operates in accordance with State law.
- L. has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school; and
- M. may serve students in early childhood education programs or postsecondary students.

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

In addition, GSC applicants must demonstrate eligibility as either a “New Charter School” or a “Replication or Expansion of a High-Quality charter school” as outlined below. Replicating or Expanding high quality charter schools should apply directly to the League.

New Charter School

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

New charter school applicants **MUST** have (a) just opened or (b) submitted a charter application to an authorizer and intend to open the following school year. A school that has had their charter school application denied but is appealing to the State Board of Education may apply; however, any grant awarded would be subject to the success of the appeal and an executed contract with their authorizer in place no later than June 1, 2025.

A charter school applying may be recommended for a grant award prior to having a signed contract with their authorizer; however, no award will be issued until evidence of a signed, executed charter contract is submitted to the League and the school’s Great Schools Colorado CSP grant application has been deemed “substantially approvable” no later than June 1 following application. If a GSC application is submitted and a subsequent appeal hearing before the State Board of Education fails, the application will not be considered by the review team.

Expanding High-Quality Charter School

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

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

Replicating High-Quality Charter School

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

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

Applicants seeking funds to Expand or Replicate a charter school are required to satisfy the following requirements:

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

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

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

Definition of a High-Quality Charter School

For the purposes of the Great Schools Colorado CSP project, “High-Quality Charter School” has been defined in ESSA as follows:

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

- 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 section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

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

- Evidence of strong academic results, including performance in relation to district averages for proficiency and meeting or exceeding expectations for Academic Growth, Growth Gaps, and if applicable, Postsecondary and Workforce Readiness (for schools with high school age students) as determined by the Colorado Department of Education annual School Performance Framework (SPF).

Success in increasing student achievement, including graduation rates, for all students and for each subgroup defined by ESSA (e.g., economically disadvantaged, students with disabilities, minority, and English Language Learners (ELL)).

- No significant issues identified by their authorizer in areas of student safety, school finance, operational management, or statutory/regulatory compliance.*

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

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

Adjunct Programming, Home School & Private School Programs and Services

The GSC project supports the development of new, expanding and replicating high quality charter schools dedicated to a specific set of educational objectives as outlined in each grant proposal, including its mission and vision, and whose outcomes are demonstrable through the accountability system. Charter schools eligible for primary grant funding may have additional programming elements, such as home school, targeted support programs, or before and after school programs which may not be allowed to directly benefit from CSP grant funds.

The terms of the federally funded CSP grant do not extend to these and other adjunct programs. In addition, state funding allocated to part-time students to support homeschool programming does not qualify these programs for grant funding. Regardless of whether adjunct programming is described and written into the school’s GSC grant proposal, such classifications are not allowed. The associated student enrollment count for this subset of students should not be included in the total enrollment count for the purposes of the grant.

Planning/Implementation subgrant recipients may apply for continued Charter School Program (CSP) funding. If the subgrantee is currently receiving a planning subgrant, it may apply for implementation year 1 subgrant. A subgrantee currently receiving a year 1 subgrant may apply for an implementation year 2 subgrant. The continuation funding is competitive and is contingent upon submission of an application, performance, compliance, financial and operational obligations, as evaluated by internal peer reviewers based on the following criteria:

Criteria Evaluated for Continuation of CSP Subgrant	Method for Determining
1. Subgrantee has made substantial progress in achieving the goals and objectives of its current CSP grant.	Compliance System
2. Subgrantee has expended funds in a manner that is consistent with its approved application and budget.	Compliance System
3. Subgrantee uses financial controls to successfully manage its grant.	Compliance System
4. If the school chooses to engage a charter management organization (CMO) or educational management organization (EMO), the school and its governing authority are independent of the provider, and all fees and agreements are fair and reasonable.	Compliance System

5. Subgrantee has adopted and implements conflict of interest policies that prevent real or apparent conflicts of interest.	Compliance System
6. Subgrantee is compliant with the charter contract between its authorized authorizer and the governing authority.	Compliance System
7. Subgrantee is operating in compliance with the assurances in its approved application, including those applicable to federal civil rights laws that prohibit discrimination in programs or activities receiving federal financial assistance from the League.	Compliance System
8. Subgrantee does not have current or pending litigation that impacts or could impact the ability of the governing authority to meet the objectives within the CSP grant application.	Compliance System
9. Subgrantee has submitted all required reports fully complete and on time or under an approved extension to the League or its independent monitor.	Compliance System
10. Subgrantee informs students and parents in the community about the school.	Compliance System
11. Subgrantee involves parents and other members of the community in the planning, design and implementation of the school.	Compliance System
12. If the subgrantee received a corrective action plan as part of its fall desk review or spring site-visit, the subgrantee successfully implemented all requirements in the corrective action plan, including within the timeframe specified.	Compliance System

There are two components to continued funding: a compliance review of items one through twelve above and the submission of a complete continuation application (item 13).

Continuation of funding may be terminated if substantial progress is not being made to accomplish the subgrant project goals, the charter school fails to submit a compliant Final Expenditure Report (FER) in Foundant prior to September 30 following the end of the subgrant budget period, or if the charter school fails to make satisfactory student academic progress according to EDGAR, Section 75.253.

Previously Funded Applicants

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

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

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

The League will also verify that expansion and continuation applicants are not seeking funding for activities that have already been supported with prior CSP awards.

Regulations and Guidance

- Applicants should also be aware of the following federal regulations and guidance that impacts this GSC grant:
- FY 2024 CSP SE Notice Inviting Applications (NIA) posted on the Federal Register on April 24, 2024 (includes Final Priorities, Requirements, Definitions, and Selection Criteria; Charter School Programs Grant to State Entities (ALN 84.282A) [PDF](#) | [HTML](#).
- Education Department General Administrative Regulations ([EDGAR](#)), 34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, and 97-99.
- The Office of Management and Budget Guidelines for 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](#).
- Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ([2 CFR 200](#)), as adopted and amended in [2 CFR part 3474](#).
- Uniform Grant Guidance (UGG) Technical Assistance for Grantees ([Recorded Overview of the Revisions](#) & [2024 FAQs](#)).
- ESSA Flexibilities Summary (October 2018) [PDF](#).
- “New Flexibilities under the Every Student Succeeds Act” Frequently Asked Questions (December 2017) [PDF](#).
- ESSA Flexibility Webinar Slides (November 2018) [PDF](#).
- Charter Schools Program Nonregulatory Guidance (updated January 2014) [PDF](#).
- Any other programmatic guidance identified on the federal CSP [website](#).

Proof of Eligibility

To qualify for a continuation grant through the League’s GSC project, applicants will be required to submit their previously approved Colorado Charter Schools Program (CCSP) proposal along with an addendum that includes an updated operating budget, a supplemental funding request (if desired), a budget narrative, project grant goals, and an opportunity to address any new priorities or criteria added within the GSC application rubric such as the Needs Analysis and Management Organization Partnership Description.

Only those applicants determined to meet eligibility may receive the grant. Awards issued to schools, subsequently determined to be non-qualifying, will be suspended.

High-Performing Educational Model

The League will award subgrants through a process that builds on and enhances the existing, ED-approved selection criteria framework utilized by CDE. The League will first conduct an eligibility screen that ensures subgrants are awarded only to those applicants who meet the four criteria outlined in ESEA § 4310. For applicants seeking expansion or replication subgrants, the League will employ a two-step process to verify that the school satisfies the federal definition of “high-quality” set forth in section 4310(8). With respect to subsection (B) — which requires subgrant-seeking charter schools to have operated without incurring “significant issues in the areas of student safety, financial and operational management, or statutory and regulatory compliance” — the League will require schools to obtain certification statements from their authorizers affirming that they remain in good standing on an array of specific indicators.

With respect to subsections (A), (C), and (D) — which require expansion and replication applicants to demonstrate strong academic results that include significant increases in student performance (academic and post-secondary measures) both on an overall basis and within each ESEA subgroup— the League will use the 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 (i.e., a “Performance Plan” rating indicating that the school is meeting expectations on the majority of metrics), 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. Expansion schools that have received CSP funding within the past 60 months must demonstrate at least three years of improved educational results both on an overall basis and within each ESEA subgroup.

The following performance measure is used in the identification of a high-performing charter school model for the purposes of Colorado’s CSP grant:

Demonstrated student academic achievement or growth as operationalized as an SPF rating of Performance or Improvement and/or an increase in SPF for the last three years.

FUNDING INFORMATION

Application Deadline and Period of Availability

The Great Schools Colorado Continuation Application opens at 3:00 p.m. on Friday, April 4, 2025 and closes at 5:00 p.m. (MT) on Friday, May 2, 2025. CSP grant funds will be available to successful applicants from the date final approval is obtained through September 30, 2025 to align with the League’s federal grant period. As applicable, subgrant recipients with approved activities still in progress beyond this date will resume in the subsequent grant period(s): October 1, 2025 through September 30, 2026 and October 1, 2026 through September 30, 2027.

Continuation of subgrant funding is dependent on the subgrantee’s adherence to all compliance requirements, including corrective action plans issued by the League.

Type and Duration of Subgrant

Current year 2 implementation subgrant applicants are eligible to apply for funds to resume funding not to exceed \$2,000,000.

Current year 1 implementation subgrant applicants are eligible to apply for a year 2 implementation funds not to exceed \$2,000,000.

Current planning subgrant applicants are eligible to apply for a year 1 implementation funds not to exceed \$2,000,000.

Allowable Use of Funds

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

- 1) Under the allowable activities described in the ESEA § 4303 (h), GSC grant funds must be used for one or more of the following activities:
 - a. Preparing teachers, school leaders, and specialized instructional support personnel, through paying costs associated with – Providing research-based professional development for teachers and other staff that includes national staff development standards (including travel costs for school leaders, staff, and school board to attend conferences and training, or visiting other charter schools); and

- b. Hiring and compensating, during the eligible applicant's planning period specified in the application for funds, one or more of the following: (i) Teachers, (ii) School Leaders, (iii) Specialized instructional support personnel.
- 2) Acquiring supplies, training, equipment (including technology), and educational materials (including developing and acquiring instructional materials or aligning curriculum).
- 3) Under ESEA § 4303(h)(4), providing one-time startup costs associated with providing transportation to students to and from the charter school.
- 4) Carrying out community engagement activities, which may include paying the cost of student and staff recruitment and informing the community about the school.
- 5) Providing other appropriate, non-sustained costs related to opening, replicating, or expanding high- quality charter schools when such costs cannot be met from other sources.
- 6) Under ESEA § 4303(h)(3), sub-grantees may use GSC funds to carry out "necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)." See Appendix 1. Minor Facility Repair Plan for more information.

GSC grant funds are generally 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 educational credits for professional development coursework
- professional memberships
- financial audit fees
- grant oversight expenses
- business consultants beyond first year of GSC grant funding

Expenses must be necessary, reasonable, and allocable to the grant to be allowable under the CSP (2 CFR 200.403(a)). Further details on allowable use of funds can be found in the GSC Grant Budget Technical Assistance webinar/workshop(s) and corresponding instructions document which will serve as a resource companion for the GSC project and grant applicants (provided soon after RFA release).

The League has adopted an Allowable Costs Guide developed by the previous Colorado Charter Schools Program (CSP) administered by CDE for subgrantee use. The League will continue to update and monitor this guide throughout the five-year grant period to ensure compliance and alignment with federal and state regulations. All funded activities must support and align with the approved charter school's stated intent, as outlined in the **allowable activities** under the **Elementary and Secondary Education Act (ESEA), Title V, Part B, Section 5204(f)(3)**. Continued subgrant implementation funds are restricted to the following criteria:

Initial Implementation of the charter school (see [Allowable Costs Guide](#))

The following are examples and not an exhaustive list:

- Informing the community about the school;
- Acquiring necessary equipment and educational materials and supplies;
- Acquiring or developing curriculum materials;

- Minor renovations or repairs related to the implementation activity of the school (i.e. expanding existing power sources to the new space to be used for activities);
- Costs related to initial implementation of remote learning
- Other initial operational costs that cannot be met from state or local sources, which may include, but are not necessarily limited to, the following:
 - a. Costs associated with creating and implementing office functions, such as accounting systems, attendance and registration systems, and human resources policies;
 - b. Costs associated with the installation of computers, data systems, networks and telephones;
 - c. Personnel expenses incurred either before or after the school's opening, provided that these expenses are associated with initial implementation activities (i.e., as opposed to ongoing operations), such as program and curriculum development and integration and teacher and staff recruiting. (Note: If personnel split their time between ongoing operational activities and initial implementation activities, only that portion of the time associated with initial implementation of the charter school is allowable as an initial operational cost. The charter school must maintain accurate time and effort records to document the amount of time each employee works on tasks related to the initial implementation of the charter school); and
 - d. Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.
 - e. Necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction).

All the expenses described in (a)-(e) are allowable under the CSP only to the extent they are related to the initial implementation of the charter school; cannot be met from state or local sources; cannot be ongoing in nature; and are not referenced in the unauthorized activities section. A CSP subgrantee must demonstrate that state or local funds are unavailable to cover the expense at issue. If the charter school can show that the state or local funds it has received are necessary to meet expenses other than the one at issue, the charter school has met its burden of showing the "other initial operational costs" cannot be met from state or local sources and, therefore, is allowable under the CSP grant [20 U.S.C. 7221c(f)(3)(B)(iv)].

Unauthorized Activities of the Implementation Subgrant (see [Allowable Costs Guide](#))

The following items are examples of activities that cannot be funded and should not be requested:

- Capital expenses, such as acquisition, renovation or enhancement of a facility, technology leases, elevators, water main valves, permanent fixture of equipment/furniture, including installation of playground and/or fitness equipment (rental or occupancy costs will be considered for a reasonable period of time before the school opens);
- Construction and any related construction activities, such as architectural renderings and engineering activities (excluding ADA compliance) See Appendix 14;
- Recurring operational expenses to include administrative and programmatic activities, such as utilities, teaching, administrator salaries (allowable under certain circumstances), professional dues or memberships and transportation of students;
- Indirect costs;
- Costs for student expeditions/field trips, travel, etc.;
- Employee hiring/recruitment expenses, such as a placement firm or travel for prospective employees (small amounts for advertising are fine);
- Non-educational, non-informative promotional/novelty items for advertising, events or recruiting;

- Grant oversight expenses (all grant oversight should be done on-site by an employee of the school).
- Gift certificates, food or alcoholic beverages, school apparel for staff or students;
- Fines and penalties or lobbying expenses;
- Program expenses outside the school's charter contract, (i.e., before-/after-school programs);
- Costs associated with the initial licensure or renewal of teacher licensure (including costs of continuing education credits for professional development coursework completed at a college or university);
- Out-of-state travel, unless it can be demonstrated that the goal of the travel cannot be accomplished in state (no out-of-country travel is permitted); and
- Expenditures that are not "allowable, allocable, or reasonable," as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].

CONTINUED PARTICIPATION, EVALUATION AND REPORTING

CSP subgrantees that receive continued funding must use funds according to federal guidelines; comply with reporting requirements, due dates and all applicable laws and rules; and participate in various trainings and meetings associated with the subgrant. Subgrantees are expected to meet evaluation and reporting requirements while participating in technical assistance provided by the League.

Monitoring

Under all federal programs, the League is required to annually assess subgrantees to identify potential fiscal and programmatic risks, which may result in increased reporting, additional training, additional technical assistance, corrective action, and/or subgrant suspension or termination. For the purposes of the CSP subgrant, all subgrantees are labeled as "High-Risk" and will receive ongoing monitoring reviews.

The League staff, and support staff, will monitor and provide program oversight, including technical assistance to all subgrant awardees.

As a condition of this federal grant, the League is responsible for evaluating and monitoring subgrantees, which will be evaluated and monitored for adherence to federal rules and regulations and accomplishing performance goals.

Compliance issues may arise during the League's monitoring activities. Issues uncovered by the League will be communicated to the charter school and its authorizer and will result in immediate rectification or a corrective action plan. If a corrective action plan is required, all future monitoring activity will include adherence to the corrective action plan commitments. A charter school awarded a CSP subgrant that has persistent and/or extended non-compliance of the CSP grant activities may lead to termination of the subgrant. The League and authorizers will closely review charter school audits for any findings or compliance issues. These issues will be addressed in the same manner as aforementioned.

The Great Schools Colorado (GSC) CSP grant activities, including all Great Schools Colorado (GSC) CSP subgrantees, are subject to an independent monitor. The independent monitor will perform periodic "agreed-upon procedures" (AUPs) that address the major areas of program implementation risk, including monitoring the League's subgrantees.

Reporting

The League is required to track specific information as part of the federal CSP grant. Therefore, subgrantees (and/or authorizers) will be required to:

- Subscribe to the [Great Schools Colorado Website](#). Multiple people from each school are encouraged to be on this list.
- Submit to the League either a copy of the signed charter school contract and performance framework with the authorizer for the operation of the charter school executed on or before May 15, 2025 (with the CSP subgrant continuation application);
- List current board members, with officers identified, including a résumé for each board member listed (with the CSP subgrant continuation application);
- Notify the League of any administrator, leadership or board turnover at the charter school during the subgrant cycle using the League's compliance system.
- Should the school's subgrant contact need to change, ensure the League's Foundant database is updated; Demonstrate compliance with the charter school contract with the authorizer at all times during the subgrant period using the League's compliance system;
- Provide information requested via surveys and other data collection projects using the methods identified by the League;
- Provide information requested via survey and other data collection projects (e.g., TA needs assessment, frequency and duration of training/special events, problems of practice and satisfaction surveys, etc.).
- **Annual Finance Reports (AFR):** An AFR is required to be filed within 90 days following each grant fiscal year. The AFR: actual expenditures made from the grant. If an AFR is not filed, sub-grantees risk losing their funds for the following year.
- **Progress Report:** Recipients must complete a Progress Report after their first year of implementation. This report includes detailed information about grant project goals, grant activities, and submission of the school's Unified Improvement Plan (UIP) evidencing academic performance.
- **Final Grant Report:** A final grant report is due to the League within 120 days of the end of the final grant year, including a final asset inventory.

Note: *Completion of all GSC requirements is necessary to exit the program in good standing.*

- File a final expenditure report within 90 days of the end of the budget period. These reports will be completed within the League's e-grant system, Foundant; and
- File a final grant activities report within 90 days of the end of the budget period using the League's compliance system. The report will contain at a minimum:
 - ✓ Executive Summary;
 - ✓ Report on each subgrant project goal, including data and information that support the outcome of each goal;
 - ✓ Expenditure report detailing percentage of awarded subgrant expenditures; and
 - ✓ A property inventory of all equipment and non-consumable goods purchased with CSP subgrant funds [2 CFR 200, Sections 200.313 and 200.439].

The League reserves the right to reduce award amounts if recipients do not adhere to the terms of their grant award; this includes if projected enrollment is not met, TA requirements are not completed each year, funds are not spent in a timely manner, and reporting not completed. For schools to exit the program in good standing, it is imperative that sub-grantees comply with all requirements of the program.

FISCAL PROCEDURES

No funds may be obligated prior to receiving a notice of award and an approved date of the subgrant is required. Records of both encumbrances and expenditures are to be kept by expenditure codes, as prescribed by the League. If stipends are paid with subgrant funds, there must be documentation of time and effort.

For purposes of these subgrants, obligations are considered to have been incurred as follows [34 CFR 75.707]:

- For materials and supplies, when the purchase order is issued;
- For personal services, when the services are performed; and
- For travel, when the travel is taken.

All agreements for purchased services must be documented in writing and must contain sufficient detail as to how the service is considered to be a start-up activity.

Each charter school awarded a subgrant must provide the League, as part of its independent audit, an audit schedule of the subgrant showing receipts and expenditures. Program funds may not be used to pay for or applied to audit costs.

Project Cash Requests

No funds may be obligated prior to receiving a Notice of Award and an approved date of the subgrant.

All activities, expenditures and required reporting related to each phase of the subgrant must be completed within the phase of the subgrant for which they were budgeted. At the end of each phase of the subgrant, the League will request an update on the status of project activities. The subgrantee must complete a renewal application detailing program activities with an updated budget and budget narrative prior to entering the next phase of the subgrant.

All project cash requests must be submitted during the active budget period and no later than 90 days after the end of the budget period, but costs must occur during the budget period. Submission of project cash requests (PCRs) with all supporting documentation of expenditures is limited to twice per month, the 15th and the last day of each month, with reimbursement occurring once per month. All PCRs must be accompanied by a completed Project Goals and Budget Worksheet, with all expenditures documented that align with the subgrantee's executive summary, project goals and activities. The subgrantee is required to submit a final expenditure report in Foundant (or otherwise directed) by September 30 each year documenting all allowable expenditures allocated during the budget period.

Planning subgrant allocations are limited to 18 months and Implementation subgrant allocations are limited to 12 months only without the ability to carryover any unexpended funds. If the charter school CSP Implementation Year 1 subgrantee does not expend the full subgrant allocation during the fiscal year, the remaining funds may be carried over to the following fiscal year (Implementation Year 2) if the subgrantee receives an Implementation Year 2 award. A budget modification request must be presented at the time of the Implementation Year 2 request (application), and the proposed budget must be approved.

NOTE: *Subgrant funds will be funded on a reimbursement basis only.*

GENERAL SUBGRANT MANAGEMENT

All subgrant records must be maintained for three years following submission of the final report. The League is a Colorado nonprofit corporation and governed, in part, by the conflict-of-interest provisions found in the Colorado Revised Nonprofit Corporations Act ("Nonprofit Act"), at Colo. Rev. Stat. § 7-5-128.

Conflicts of Interest

As a nonprofit entity receiving public funds, charter schools must avoid conflicts of interest when administering grants and entering contracts for equipment and services. Both federal and state laws regarding conflicts of interest are very strict. It is the responsibility of the charter school's governing authority to comply with the Nonprofit Act and its conflict-of-interest provisions. In addition, the League is a 501(c)(3) tax exempt organization under the Internal Revenue Code ("Code"). Under the Code each (c)(3) organization must have a conflict-of-interest policy.

Applicants for the CSP Planning/Implementation subgrant are required to submit a copy of the charter school's conflicts of interest policy as part of Appendix 10 of the application and disclose relationships to the League. Should a potential conflict of interest be identified during the application process, the application would be deemed ineligible if the conflict cannot be remedied by the date of award and to the satisfaction of the League.

If the charter school should contact the Board President of the League and request review of the issue under the League's conflict of interest policy.

The list below identifies examples of conflicts of interest. This is provided as an example and is not intended to serve as a comprehensive list of possible conflicts and, in some cases, an appropriate course of action may properly address the issue:

- A charter school's governing authority includes authorizer staff as voting or non-voting members.
- A charter school's governing authority contracts with a charter management organization/education management organization for a fiscal officer and a waiver is approved by the authorizer.
- A charter school's governing authority contracts with the authorizer for a fiscal agent, but the fiscal agent's responsibilities for the authorizer include oversight and evaluation of the school's financial records.
- The charter school's governing authority directly or indirectly employs authorizer staff that have responsibilities for oversight and evaluation of the charter school.
- The charter school hires a spouse or family member of the authorizer or the school's leadership.
- The charter school buys goods or services from entities owned or controlled by any members of the authorizer's board or school leadership.

Misuse of Funds and Subgrant Termination

If it is determined that any subgrant funds have been misused, such funds must be returned to the League, and the League may terminate the subgrant award upon 30 days' written notice if it is determined that the applicant is not fulfilling or failed to fulfill the funded activities and program responsibilities as specified in the approved application.

Equipment Definition (34 CFR 80.32)

Every school purchasing equipment with federal funds should have an approved definition of equipment. If there is none, the federal definition applies as follows:

Equipment is any tangible, nonexpendable, personal property having a useful life of more than one year and an acquisition cost of \$10,000 or more per unit. The school must use the same definition for all equipment, whether it be funded by federal, state, local or other funds. There cannot be two different definitions — one for federally funded equipment and one for other funded equipment.

The school's definition for equipment may include an acquisition cost of less than \$10,000 per unit, such as \$1,000 or \$500 per unit, but the definition cannot include an acquisition cost exceeding \$10,000, such as \$10,500 per unit.

Equipment Inventory (34 CFR 80.32)

All equipment purchased under this subgrant must be inventoried and such property is the property of the school (Refer to §200.439 Equipment). The charter school's inventory control policies and procedures should be aligned with Auditor of State bulletins and available upon request by the League. The following inventory control process must be implemented:

1. The school must maintain an inventory of equipment purchased with federal grant funds until disposition takes place.
2. The inventory records must include:
 - a. Description of the item;
 - b. A serial number or other identification number;
 - c. Funding source of the item (name of funding title/grant);
 - d. Name of holder of title;
 - e. Acquisition date;
 - f. Acquisition cost;
 - g. Percentage of federal participation in the cost of the item;
 - h. Location of the item;
 - i. Use and condition of the item, and;
 - j. Any ultimate disposition data including date of disposal and the sale price of the item.
3. Physical inventory and reconciliation with records is required every two years. Also, an inventory control system and equipment maintenance procedures must be implemented.

Note: *When purchasing numerous items of the same type that are not consumable and the total for all items is \$10,000 or more, all items must be labeled and inventoried as outlined in the Request for Application (page 6).*

Return of Equipment Purchased with Federal Funds

Anything paid for with federal funds (such as CSP subgrant funds) is subject to disposition rules under the Uniform Guidance [2 CFR 200.313 and 200.314].

Disposition of Equipment (34 CFR 80.32)

Equipment may be disposed of with no obligation to the federal government if ALL of the following criteria are met:

- Equipment is no longer needed in the current program;
- Equipment is not needed in other programs currently or previously funded by a federal agency.

The equipment item has a current per-unit fair market value of less than \$10,000. If the school disposes of equipment with a fair market value of less than \$10,000, the proceeds must be used to support the program for which the equipment was purchased. If the fair market value is more than \$10,000, the school must contact the League for disposition instructions. In the event a charter school closes, the disposition of assets must follow the League's Closing Procedures.

Equipment Records Retention (34 CFR 74.53)

Records for equipment acquired with federal funds must be retained for three years from the date the school submits the final expenditure report for the funding period. If there is an audit exception, the school must keep the records until all litigation, claims or audit findings have been resolved and final action taken.

EDUCATIONAL SERVICE PROVIDERS

Schools choosing to engage with a charter management organization (CMO) or an Education Management Organization (EMO) must demonstrate that they and their governing authorities are independent of the provider and that all fees and agreements are fair and reasonable as outlined in statute. **The CMO or EMO may not hold or manage a CSP subgrant awarded to a school. CSP subgrant awards for implementation or planning are awarded to the school. The governing authority must maintain oversight of the CSP grant.**

Schools must exercise special care to ensure that a direct representative of the applicant school, independent of the CMO or EMO, is identified to administer the subgrant [34 CFR 75.700-75.702 and 76.701]. For clarity, in Colorado law, EMOs and CMOs are referred to as Educational Management Providers ("EMPs"). "ESP" is a broader category, including all EMOs and CMOs, but also reaching any contracted private provider of educational services (with or without "management responsibilities). The League will apply these conflict-of-interest considerations to the broadest category: all ESPs. The League will require an assurance that the involvement of any educational service provider (ESP), whether for-profit or non-profit, remains at "arms-length" and is not involved with the administration of the subgrant.

Applicants for continued CSP funding will be required to submit a copy of the contract between their governing authority and the CMO or EMO, as part of Appendix 12. Disclosure Information and one of its sub-parts, Charter/Education Management (CMO/EMO) Questionnaire, to verify the "arms-length" agreement between the two entities, as required by federal guidance. The contract between the charter school governing authority and the CMO/EMO must include a provision allowing the governing authority to terminate the contract for cause prior to the end of the term. The contractual fees must be reasonable. If an applicant holds a contract with a CMO/EMO, the applicant must provide a detailed explanation and breakdown of services included and how the contractual fees are reasonable.

In determining whether a charter school subgrant recipient is independent from the CMO or EMO hired to manage the day-to-day operations of the charter school, the League will consider the following factors outlined in the federal CSP Nonregulatory Guidance dated January 2014:

- a. Whether the charter school's governing authority is selected by, or includes members who are employees of, the CMO or EMO;
- b. Whether the charter school has an independent attorney, accountant and audit firm that works for the charter school and not for the CMO or EMO;
- c. Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifies reasonable and feasible terms under which either party may terminate the contract (e.g., the charter school does not lose the right to use facilities);
- d. Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e. Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated [Section B-13, Nonregulatory Guidance].

As a general matter, subgrantees must avoid direct or indirect conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal CSP Nonregulatory Guidance [2 CFR 200.317-326, Procurement Standards; Appendix II to Part 200, Contract Provisions for Non- Federal Entity Contracts Under Federal Awards].

LOTTERY AND ENROLLMENT REQUIREMENTS

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

When recruiting students, charter schools should target all segments of the parent community. ESEA § 4303 (f)(1)(A)(viii)(I) requires charter school grant and sub-grant recipients to inform students in the community about the charter school and to give each student “an equal opportunity to attend the charter school.” A charter school must thus recruit in a manner that does not discriminate against students of a particular race (including hair texture, hair type or hairstyle), creed, color, national origin (including English language learners), religion, ancestry, sex, sexual orientation, 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 to English language learners and students with disabilities. In the grant application narrative section, the applicant must identify specific policies, plans, and steps they will take to ensure that all families are included, recruited, and have an opportunity to be an active member of the school.

Once a student has been admitted to the charter school through an appropriate process, the student may remain in attendance through subsequent grades. However, a new applicant for admission to the charter school would be subject to the lottery if, as of the application closing date, the total number of applicants exceeds the number of spaces available at the charter school (ESEA §4303 (f)(1)(A)(viii)(I)). More detailed information on lottery and enrollment requirements can be found in the [January 2014 CSP Nonregulatory Guidance](#).

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

Exemptions from the Lottery

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

- Students who are enrolled in a public school, or who are eligible to attend and are living in the attendance area at the time it is converted to a public charter school as part of a turnaround process.
- Siblings of students already enrolled in the charter school may be exempt from the lottery if such a provision is contained in the charter school’s lottery policy.
- Up to 20 percent of the students can be given priority in the enrollment process if those students are children of founders, teachers, or staff. The charter school should clearly define what constitutes a founder and the eligible criteria for students of teachers and staff (full- or part-time, years of employment, etc.) in its enrollment policy.

Note: *Although Colorado state law might allow for other exemptions, these exemptions are not allowed for schools receiving CSP subgrants [20 USC 7221i(1)(H)]. CSP subgrantees' lottery and enrollment policies shall not include preference for students in other charter schools operated by the CMO/EMO.*

Enrollment Policy

The following elements must be addressed in the charter school's enrollment policy submitted as an attachment to the subgrant application:

- How the community was/will be notified of the charter school's opening;
- The date of the first, and thereafter annual, lottery;
- The charter school's definition of "founding member" 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; and
- The processes and procedures that will guide how the lottery will be conducted, including the procedures for students placed on a waiting list.

Weighted Lotteries

The use of weighted lotteries is not permitted by charter schools receiving CSP funds. The League strongly encourages charter schools to use targeted marketing strategies related to outreach, recruitment and retention for all students, including educationally disadvantaged student populations that the school is seeking to enroll [Section E-3, E-3a of the CSP Nonregulatory Guidance dated January 2014].

APPLICATION TECHNICAL ASSISTANCE

Current CSP subgrantees seeking continued funding are encouraged to participate in an applicant technical assistance webinar. The date and time for the session will be published on the League's website. The League will provide timely information and assistance to parties who are interested in applying for continued funds. Technical assistance may include frequently asked questions, videoconferencing, webinars, conference calls, and in-person training.

REVIEW PROCESS

Continued CSP funding is competitive and will be determined by an internal team of peer reviewers who are free of any conflicts of interest for all assigned CSP subgrantees. Each eligible charter school's application and current subgrant performance will be reviewed by a minimum of three League staff who must reach consensus on whether the school has met the established criteria for continued funding.

Three internal League staff will review and score the applications to determine if the subgrantee will be approved for continued funding. An evaluation rubric will be used to rate each section of the application, and the staff will review the responses provided in the review criteria in the application.

The subgrant performance review is one component of the continuation funding determination. The subgrantee continuation application is the second component of the determination of award. The subgrantee must receive a determination of "eligible" for both components to receive continuation funding.

Current CSP Subgrant Performance Review

Using data collected during its monitoring of the current CSP subgrant, the League's internal team will examine the subgrantee's performance on criteria one through twelve on page three of this application.

League staff will review the CSP compliance monitoring system for each of the required criteria (items 1 through 12), documenting evidence of the subgrantee's compliance with the current CSP subgrant. Most evidence is found in the compliance system.

The compliance review is one component of the continuation funding determination, while the subgrantee continuation application is the second component of the determination of award. The subgrantee must receive a determination of "eligible" for both components to receive continuation funding.

Continuation Application Review

The League staff will first conduct a procedural review of each application for completeness, adherence to requirements including CMO/EMO/ESP relationships and budgetary restrictions. If the current CSP subgrantee contracts with a CMO/EMO/ESP, it must demonstrate that the school's governing authority has an "arm's-length" relationship (see Appendix 10) and that the subgrantee is managing its current CSP subgrant, not the CMO/EMO/ESP.

The continuation application must pass the procedural review before it can progress to the content review. The internal review team will evaluate the application for continued CSP funding based on the specific criteria listed in this application.

If the application does not include all required elements, the applicant may not be eligible for continued funding. Specifically, if the application does not include the completed and signed Statement of Assurances, the Program-specific Assurances, the Authorizer Assurances, Certification, and the Governing Authority's Signed Resolution, the applicant will not be eligible for continued funding. The applicant must receive a "Yes" or "Not Applicable" rating on all review criteria in the content review rubric for the continuation application to be rated eligible.

The subgrantee must receive a determination of "eligible" for both components, compliance and continuation application, to receive continuation funding.

APPLICATION SUBMISSION

Charter school applicants are required to submit a completed PDF copy of the application packet, including all required components, that **MUST** conform to the prescribed submission checklist order. Current subgrantees may submit their original CSP application with **tracked changes** for sections containing changes (section B. Budget is expected to have changes).

Grant Management System

The League will utilize Foundant Technologies' Grant Lifecycle Management (Foundant) system, a cloud-based solution designed to streamline and enhance the administration of grant applications, award decisions, and post-award compliance for philanthropic organizations. Foundant provides a centralized platform for managing the entire grant lifecycle, from application submission to reporting and evaluation, ensuring efficiency, transparency, and accountability in the grantmaking process. The Foundant system offers a full suite of tools to facilitate every phase of the grant process:

Pre-Award Phase:

- **Online Application Submission:** Grant applicants, including charter schools, will submit proposals through a user-friendly, online portal, ensuring accessibility and ease of use.
- **Customizable Forms:** The League can tailor application forms to align with program-specific requirements, allowing for the collection of essential information needed for proper evaluation.
- **Collaborative Review Process:** Charter school expert peer reviewers will access applications within the system, providing real-time evaluation, objective feedback, and structured scoring justification.

Award Phase:

- **Automated Workflows:** Foundant helps to streamline administrative tasks such as deadline reminders, notification emails, and data validation, reducing manual processing time.
- **Transparent Decision-Making:** Reviewers will provide detailed assessments of applications, ensuring fair and data-driven grant award decisions.

Post-Award Phase:

- **Budget and Expense Tracking:** The League will utilize the Foundant grant management system to monitor subgrant recipient expenditures, ensuring that funds are allocated and spent in compliance with grant guidelines.
- **Performance Tracking and Compliance:** Charter schools will track completed performance measures, professional development activities, and other project milestones, allowing for real-time monitoring of grant impact.
- **Reporting and Analytics:** The platform generates comprehensive reports on funding trends, grant utilization, and impact assessments, ensuring compliance with federal reporting requirements.

The League will leverage Foundant's advanced functionalities to administer the grant application and monitoring process efficiently. Notable key functionalities include:

- **Application and Budget Oversight:** The League will guide charter schools through the application process, ensuring that each submission includes a detailed project budget and compliance with program requirements.
- **Subgrant Recipient Monitoring:** The League will utilize Foundant's tracking capabilities to oversee approved budgets and expenses, ensuring proper financial management and accountability.
- **Training and Support for Charter Schools:** The League will train charter schools on how to use Foundant for submitting applications, managing budgets, requesting revisions, and reporting progress.
- **Reviewer Evaluation and Feedback:** Charter school expert peer reviewers will use the system to assess applications, offer meaningful feedback, justify scores with sound rationale, and recommend corrective actions where necessary.
- **Compliance and Performance Reporting:** Charter schools will submit required performance reports through Foundant, including updates on project implementation, professional development activities, and grant-funded initiatives.

By utilizing the Foundant system, the League will ensure a seamless, transparent, and efficient grant administration process. This cloud-based platform will empower charter schools with the tools they need to successfully apply for and manage grant funds, while also providing the League with robust oversight and reporting capabilities. Through structured workflows, automated reminders, and real-time data analytics, Foundant will facilitate compliance with federal grant requirements and enhance the impact of awarded funds on charter school development and student achievement.

The applicant will complete the budget page in the funding section. A budget narrative (see Application Narrative, Section B: Subgrant Project Goals and Budget Narrative) included in the PDF copy of the full application packet is required to explain the use of all CSP subgrant funding with a detailed itemized description of each budget cell amount. Also, applicants must complete a CSP Subgrant Goals and Activities Form – Part A and a CSP Subgrant Project Goals and Activities Form – Part B for each project to be funded or previously funded by the CSP subgrant as part of the application packet. Applicants will likely be required to upload a PDF copy of the full CSP grant application packet using the correct naming convention for each application section in the funding section of Foundant.

Deadline

Submit a PDF copy of the application packet (required forms, a tracked changes version of the executive summary, narratives and appendices) using the correct naming conventions by 5:00 p.m. (Mountain Time) on Friday, May 2, 2025, in the Foundant Grant Lifecycle Management system. The electronic version must include all required components (including the charter school contract and CMO/EMO contract, if applicable) and in the order prescribed in the checklist. Applications must be submitted by the time and date specified above. Incomplete or late applications will not be considered.

Award Process

Subgrant application review will take place between Monday, May 5, 2025 through Friday, May 9, 2025. Subgrant award notification will occur the following week of May 12, 2025. Successful applicants will receive communication detailing the next steps and post award expectations.

GREAT SCHOOLS COLORADO

CHARTER SCHOOL PROGRAM (CSP) GRANT

CONTINUATION SUBGRANTEE APPLICATION

Part I: Applicant Information

All elements of Part I will be completed in the online application form (Foundant). The applicant may wish to complete their information in this document and copy responses into the online application in the event the information is not saved.

Applicant Charter School Information		
School Name:		School Code:
Grant Type awarded previously under CDE: <input type="checkbox"/> New School <input type="checkbox"/> Replication School <input type="checkbox"/> Expansion School		
Region: (Please indicate the region of Colorado this program will directly impact)		
<input type="checkbox"/> Metro	<input type="checkbox"/> Northeast	<input type="checkbox"/> Pikes Peak
<input type="checkbox"/> Southwest	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> Southeast	<input type="checkbox"/> West Central	
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"/> Core Knowledge	<input type="checkbox"/> Montessori
<input type="checkbox"/> Arts/Performing Arts	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Online Format Only
<input type="checkbox"/> Blended Learning	<input type="checkbox"/> Dual Language/Immersion	<input type="checkbox"/> Project-Based
<input type="checkbox"/> Career and Technical Education	<input type="checkbox"/> Early College/Concurrent Enrollment	<input type="checkbox"/> Single Gender
<input type="checkbox"/> Classical	<input type="checkbox"/> Expeditionary Learning	<input type="checkbox"/> STEM/STEAM
<input type="checkbox"/> College Prep	<input type="checkbox"/> Gifted Education	<input type="checkbox"/> Waldorf
<input type="checkbox"/> Competency-Based	<input type="checkbox"/> Inclusion	<input type="checkbox"/> Other: _____
Focused Programming Award? <input type="checkbox"/> Yes <input type="checkbox"/> No		If applicable, please indicate area(s) of focus:
Funding Amount Requested: (Use NA for year(s) of funding not applicable)		
GSC Grant Year	Operational GSC Grant Year	GSC Grant Project Award Amount Requested
	Planning Year 0	\$
	Implementation 1	\$
	Implementation 2	\$
	Implementation 3	\$
Total Funding Sought: (Combined amount of up to 3-years of funding requested)		\$

Authorizing School District/Charter School Institute Information			
School District Name:		State	
		Authorizer Code:	
Mailing Address:			
Unique Entity ID (UEI): <i>(Formerly DUNS)</i>		UEI	
		Expiration Date:	
Authorizer Superintendent/Executive Director			
Name:		Email:	
School District / CSI Authorized Representative (Charter School Contact)			
Name:		Title:	
Email:		Telephone:	
School District / CSI Fiscal Representative (Fiscal Contact)			
Name:		Title:	
Email:		Telephone:	
Required Information			
Year Charter School Started/Will Start:		Year Charter School Will Expire:	
School Performance Framework Rating for 2024: <i>(if available)</i>			
Performance <input type="checkbox"/> Improvement <input type="checkbox"/> Priority Improvement <input type="checkbox"/> Turnaround <input type="checkbox"/> N/A <input type="checkbox"/>			
Percentage of students qualifying for Free/Reduced-Priced Lunch: <i>(indicate if actual or approximate)</i>			
Percentage of students with an Individualized Education Program: <i>(indicate if actual or approximate)</i>			
Percentage of students qualifying for English Language services: <i>(indicate if actual or approximate)</i>			
Actual full-time student count for SY 2023-24 October Count: <i>(If applicable)</i>			
Actual full-time student count for SY 2024-25 October Count: <i>(If applicable)</i>			
Projected Full-time Student Count for SY 2025-26:			
Projected Full-time Student Count for SY 2026-27:			
Federal Programs Funds: <i>(Identify other federal funding the school receives or intends to apply for by checking all that apply)</i>			
<input type="checkbox"/> Title I, Part A: Improving Basic Programs Operated by State and Local Educational Agencies			
<input type="checkbox"/> Title II, Part A: Preparing, Training, and Recruiting High-Quality Teachers, Principals or Other School Leaders			
<input type="checkbox"/> Title III: Language Instruction for English Learners and Immigrant Students			
<input type="checkbox"/> Title IV, Part A: Student Support and Academic Enrichment Grants			
<input type="checkbox"/> Title V, Part B: Rural Education Initiative			
<input type="checkbox"/> School Lunch Program, Free and Reduced-Priced Meals			
<input type="checkbox"/> Other: _____			

Program Assurances

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

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

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

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

Program Requirements

- ☐ 1) Applicant grant contact (charter school authorized representative) possesses the legal authority to apply for this grant on behalf of the school. If the grant contact is not the chair of the governing body (due to conflict of interest), a resolution or motion has been adopted by the applicant's governing body directing and authorizing the grant contact the delegated responsibility to act on their behalf to submit this application, including all understanding and assurances of certifications contained herein, to execute the grant, if approved, to comply with certifications, budget, and fiscal requirements, and act as the governing body's authorized official for the grant program. The Grant Contact has no conflict of interest with any party (employee, management organization, contractor, vendor, etc.) that has a financial interest in the grant award.
- ☐ 2) Recipient school certifies that they understand an approved charter application and a signed charter contract are required in order to be eligible for an award.
- ☐ 3) 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, creed, gender, sexual orientation, religion, ancestry, national origin, color, disability, or age.
- ☐ 4) Recipient school agrees to notify the Colorado League of Charter schools within two business days upon any transition of administrator, leadership, or board member(s) at the school, and provide written notification from the governing board of any change in the school's Grant Contact.
- ☐ 5) Recipient school and their authorizer will ensure that at least one person from the charter school will subscribe to and be responsible to receive communication from League's Great Schools Colorado email listserv for the life of the grant.
- ☐ 6) Recipient school understands that they will not own rights, title, and/or interest in any of the intellectual property rights, including copyrights, patents, trade secrets, trademarks, and service marks in the works and documents created and paid for under this grant program.

Federal Compliance

- ___ 7) 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.
- ___ 8) 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, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), section 444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act, and federal regulations applicable to the federal Charter Schools Program, including the Education Department General Administrative Regulations in 34 CFR parts 75-77, 79, 81, 82, 84, 97, 98, and 99, the Office of Management and Budget Guidelines to Agencies on Government wide Debarment and Suspension (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.
- ___ 9) 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 Fiscal Year 2024 Notice Inviting Applicants (NIA), including corresponding Priorities, Requirements, Definitions, and Selection Criteria for the Charter Schools Program Grants to State Entities (ALN 84.282A), 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 grant funds, and administrative and fiscal responsibilities.
- ___ 10) Recipient school and their authorizer shall ensure that a student’s records, and, if applicable, a student’s individualized education plan as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to that charter school, and to another public school upon the transfer of the student from a charter school to that public school, in accordance with applicable law (ESSA § 4308).
- ___ 11) Recipient school and their authorizer are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding this project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and that the recipient school and their authorizer have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation and state statute. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
- ___ 12) Recipient school and their authorizer must remain in compliance with the requirements of the federal Children’s Internet Protection Act.

- ___ 13) Recipient school and their authorizer certify that no policy of the school or local educational agency prevents or otherwise denies participation in constitutionally protected prayer in public schools.
- ___ 14) Recipient school and their authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that grant recipients and their personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.
- ___ 15) 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

- ___ 16) Authorizer of 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.
- ___ 17) Authorizer of recipient school may not deduct funds for administrative fees or expenses from a sub-grant awarded to an eligible applicant and shall distribute all sub-grant funds to the eligible applicant without delay.
- ___ 18) 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 grant award; budget changes must meet the approval of the League before any grant funds will be released.
- ___ 19) Recipient using an educational service provider (ESP) certify that the ESP will not influence or exercise control over expenditure of federal funds, and that the ESP agreement with the charter school governing board will be provided to the League before grant funds are released.
- ___ 20) Recipient school will ensure that they will budget for and comply with the required School Quality Review (SQR) visit during Implementation Year 2 according to their projected student count for the year of the visit.
- ___ 21) Recipient school and their authorizer will follow reimbursement procedures, requesting funds at a minimum of quarterly, and respond to all grant requirements in a timely fashion, including both the Interim Financial Report (IFR) and the Annual Financial Report (AFR).
- ___ 22) 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 revision of their budget prior to expenditure or legal obligation of those funds, or they may not be reimbursed for the excess amount.
- ___ 23) Recipient school will ensure that the awarded grant funds will be spent or encumbered by September 30 of each grant year as permitted under the award performance period 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 grant year, and that if an extension request is not approved by the League on the grounds that extenuating circumstance have not been established the recipient school will be held to the September 30 deadline.

- ___ 24) Recipient school and their authorized fiscal agent shall provide the League with a written account of expenditures no later than November 30 following each grant year, utilizing the Annual Financial Report (APR).
- ___ 25) Recipient school and their authorizer shall maintain appropriate accounting records and procedures in accordance with state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence pertaining to costs incurred, with the provision that the records shall be kept available by the charter school during the grant 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 grant proceeds.
- ___ 26) Recipient school and their authorizer shall comply with all federal and state annual independent audit requirements and ensures that arrangements have been made to finance mandatory audits. Funded projects will be required to maintain appropriate fiscal and program records. Fiscal audits of funds under this program are to be conducted by the recipients annually as a part of their regular audit. Auditors should be aware of the federal audit requirements contained in the Single Audit Act of 1984.
- ___ 27) Recipient school will use an independent auditor for annual financial audits that is different from their authorizer's auditor.
- ___ 28) Recipient school is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation. Should the charter school close, the authorizer agrees to notify the League of the reason for closure and agrees to notify the League regarding the appropriate disposition of assets purchased under this grant.
- ___ 29) Recipient school shall ensure that none of the funds authorized under the ESSA, including funds received under this grant program, shall be used (1) to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; (2) to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; (3) to provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or (4) to operate a program of contraceptive distribution in schools (20 U.S. Code § 7906).
- ___ 30) Recipient school and their authorizer understand that if any findings of misuse of grant funds are discovered project funds must be returned to the League, and that the League may terminate a grant award upon 30 days' notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
- ___ 31) 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 grant award letters, as applicable.

Participation, Evaluation, Research and Reporting

- ___ 32) Recipient school and their authorizer will participate in at least one site visit and one diagnostic review through the League's School Quality Review (SQR) visit within the multi-year grant cycle and possibly a visit by the U.S. Department of Education.
- ___ 33) Recipient school will submit any necessary annual year-end reports to the League by the deadline specified, set no later than December 30 following each fiscal year, which evaluates how program objectives were met during the previous fiscal year, and outlines the recipients plan for the next fiscal year. Continued funding for subsequent years is dependent upon the completion of these annual reports.

- ___ 34) Recipient school and their authorizer will, for the life of the grant, participate in all federal, state, and authorizer data reporting and evaluation activities expected of all publicly-funded schools, unless exempt through waiver; and will participate in those activities outlined in the [Continued Participation, Evaluation and Reporting](#) section of the GSC grant request for applications (RFA), including participation in the League's annual evaluations, studies and surveys and submission of APRs, final grant report, and supporting documentation.

Authorization, Accountability, and Governance

- ___ 35) Recipient school assures that they have provided their authorizer with "adequate and timely notice" of this grant application (as required by ESEA § 4310 (6)(B)), including the opportunity to review the complete GSC application prior to submission.
- ___ 36) Recipient school will ensure the governing board is apprised of the requirements of the grant and their obligation to complete technical assistance requirements or risk delayed or suspended grant funds.
- ___ 37) Recipient school and their authorizer, per ESEA § 4303 (f)(1)(C)(i)(II), certify that the Charter Contract agreed for the school articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school, or if not included agree to amend the charter contract accordingly, to include these before award monies are distributed.
- ___ 38) Recipient school and their authorizer certify that a high degree of autonomy is built into its charter contract, consistent with the requirements of ESEA § 4310 (2) and ESEA § 4303 (f)(2)(A), including the school's autonomy over budget, operations, and personnel decisions, and that they have sought, or will seek, all the appropriate automatic and non-automatic state waivers, and any necessary district waivers, to support the level of autonomy negotiated in their charter contract.
- ___ 39) Recipient school and their authorizer certify that their charter contract allows the opportunity for the school to purchase services via a third party.
- ___ 40) 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 requires the school to also provide annual performance and enrollment data for the student body and subgroups of students on its website.

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

- ___ 41) 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.
- ___ 42) 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 will be released can be incurred.
- ___ 43) Total one-time expense will not exceed 10 percent of the annual GSC grant 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.

- ___ 44) 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)*

- ___ 45) Recipient school acknowledges that any transportation costs paid from this grant will be to support transporting students to and from the charter school, that costs will be one-time startup costs, and that the charter school will continue to meet transportation needs of its students after the sub-grant ends.
- ___ 46) Recipient school acknowledges that any one-time transportation costs are “essential” and fall within the scope of the approved project.
- ___ 47) Total one-time expense will not exceed 25 percent of the annual grant. For schools applying in their first year of implementation, the maximum award will not exceed 25 percent of a three-year annual award.
- ___ 48) Recipient school will report on the transportation project goal by completing the Transportation Annual Report for Charters yearly and include in the APR.

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE COLORADO LEAGUE OF CHARTER SCHOOLS. The League may terminate a grant award upon 30 days’ notice if it is deemed by GSC grant staff/team that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the Colorado League of Charter Schools before modifications are made to the expenditures. Please contact the GSC Grant Team (Email: 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 (Grant Contact)	_____ Signature
_____ Name of School District or Charter School Institute Authorized Representative (Fiscal Manager)	_____ Signature

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

I do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date, have not been previously reported, and were not used for matching funds on this or any other project.

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

Financial Risk Assessment Form

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 authorizer, and identify any appropriate technical assistance and/or resources to strengthen operations at both the charter school and authorizer level.

Completion of this report is required to release funds. Applicants are advised to make sure that the person or persons completing this form are those responsible for and knowledgeable about the financial management functions at the charter school and authorizer level. This information will be taken into consideration as part of the grant 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 potential awards.

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

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

The following questions will be awarded a score ranging from 0 (Low) to 5 (High).

FINANCIAL MANAGEMENT SURVEY				
Authorizing School District or Colorado Charter School Institute				
#	Question	Highlight Correct Answer		Score:
1	Is the authorizer on the Federal or State Debarment List, including the USDA National Disqualified List and State 501C3 list? (If yes, no need to go further)	Yes (25)	No (0)	
2	Is the authorizer in good standing on the State 501c3 list?	Yes / NA (0)	No (5)	
3	Does the authorizer have an active, no exclusion, Unique Entity ID?	Yes (0)	No (10)	
4	Has the authorizer or principals thereof ever been suspended or debarred from receiving federal or state grants or contracts?	Yes (5)	No (0)	
5	Has the authorizer ever had a government contract, project, or agreement terminated?	Yes (5)	No (0)	
6	Does the authorizer employ a finance director with at least three years of experience in accounting at this type of entity?	Yes (0)	No (5)	
7	Has there been changes in fiscal/program personnel in the previous year at the LEA?	Yes (5)	No (0)	
8	Does the authorizer 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 comingled with general operating funds?	Yes (0)	No (5)	
10	How many years has the authorizer 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 authorizer 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 authorizer 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 authorizer have procedures established to identify unallowable cost under federal or state grant funding before the funds are expended?	Yes (0)	No (1)	
14	Has the authorizer received competitive grant awards from CDE in the past?	Yes (0)	No (1)	
14a	<i>If Yes – Identify which program and year (list):</i>			

15	Single Audit Status (answer only if authorizerEA receives MORE THAN \$750k in federal funding from other resources: <i>*Findings refers to a material weakness, significant deficiency, or questioned 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	Ratio of Reserve Cash on Hand to Operational Budget represented in months of Cash on Hand for LEA. (Grant budget divided by total operating budget).	<5 % (0)	6% – 19% (1)	
		20% – 30% (2)	31% – 39% (3)	
		40%+ (4)		
17a	Provide a copy of most recent LEA financials.			
Applicant Charter School				
#	Question	Highlight Correct Answer		Score
18	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 and 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	If Yes – Identify which system:			
21	Does this system ensure that grant funds are not comingled with general operating funds?	Yes (0)	No (5)	
22	Ratio of Reserve Cash on Hand to Operational Budget represented in months of Cash on Hand for charter school. (Grant budget divided by total operating budget).	<5 % (0)	6% – 19% (1)	
		20% – 30% (2)	31% – 39% (3)	
		40%+ (4)		
Total:				

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I am aware 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 (Grant Contact)	_____ Signature
_____ Name of School District or Charter School Institute Authorized Representative (Fiscal Manager)	_____ Signature

Updating the CSP Application for Continued Funding

This continuation application follows the same format, narratives and appendices that were included in the RFA your school completed to receive its current CSP grant. Unlike the original RFA, there are certain narratives that your school will *not* change if seeking continued CSP funding. Even though the information in these narratives cannot be changed, the subgrantee must insert the text from its original CSP subgrant application. The following table identifies which narratives and appendices may be updated with tracked changes or have additional requirements if seeking continued CSP funding:

Required Application Forms	Required/Optional
1. Cover Page (to be completed in Foundant)	Update Required
2. Signed Certification Form	Update Required
3. Governing Authority Signed Resolution	Update Required
4. Completed CSP Subgrant Checklist	Update Required
5. Signed Statement of Assurances	Update Required
6. Signed Authorizer Assurances	Update Required
7. Project Goals Budget Worksheet	Update Required
Narrative Section	Required/Optional
A: Executive Summary	Update Required
B: Subgrant Project Goals and Budget Narrative	Update Required
C: Educationally Disadvantaged and At-Risk Students	Optional
D: Standards and Aligned Curriculum	Optional
E: Research-Based Educational Model	Optional
F: Staffing and Professional Development	Optional
G: Parent/Community Engagement	Optional
H: Business Capacity and Facilities	Optional
I: Governance and Management	Optional
J: Business Capacity and Continued Operation	Optional

Appendices	Required/Optional
1. Charter School Enrollment Policy and Lottery Plan	Required
2. Completed GSC Project Goals and Budget Form (to be completed in Foundant)	Required
3. Copy of School's Annual and 5-year Budgets, as well as most recent Audited Financial Statement	Required
4. Copy of Executed Charter Agreement (between the authorizer and the governing authority including all attachments and amendments)	Required
5. Technology Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	Optional
6. School Library Development Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	Optional
7. Professional Development Plan	Required
8. Marketing Plan	Required
9. Performance Management Plan	Required
10. Transportation Plan	Required
11. Equity, Diversity, Inclusion Plan	No Longer Required
12. Disclosure Information <ul style="list-style-type: none"> - Copy of Lease Agreement (if applicable) - Copy of Executed CMO/EMO/ESP Contract and/or Other Provider Contracts (as applicable) <ul style="list-style-type: none"> ▪ <i>The contract between the charter school governing authority and the CMO/EMO includes a provision allowing the governing authority to terminate the contract for cause prior to the end of the term.</i> ▪ <i>Charter Management Organization/Education Management Organization (CMO/EMO) Questionnaire</i> - Conflicts of Interest Policy - Governing Authority Members/Founding Members Disclosure Information (required), - Evidence of Public Benefit Corporation or Nonprofit Status (required) - Treasurer Agreement and Surety Bond 	Required (requirements updated)
13. CSP Subgrant Goals and Activities Form	Required
14. Minor Facility Repair Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	Required (requirements updated)
15. Waivers Requested	Optional

Required Application Forms

The following forms are required:

1. Cover Page
2. Signed Certification Form
3. Governing Authority Signed Resolution
4. Completed CSP Subgrant Checklist
5. Signed Statement of Assurances
6. Signed Authorizer Assurances
7. Project Goals Budget Worksheet (Update from Additional Requirements)

Forms 1-6 should have the following naming convention: Required Forms. Form 7 must have the following naming convention, Project Worksheet.

Application Narrative Sections

As with the initial CSP subgrant application, the project narratives and related appendices are the substance of this application. Special focus will be placed on the subgrantee's soundness of planning and the ability to link the specific activities described in the application to the charter school's educational vision and enhanced levels of student academic achievement.

Subgrantees must include data from the most recent year of operation, detailed information as to how the charter school overcame the initial challenges of implementation and how continued CSP funding will allow the school to expand and/or meet the stated mission of the school. Subgrantees must present convincing evidence that continued CSP funding will result in a high- quality, innovative educational option.

In narrative sections where updates are not available, the subgrantee must insert the text from its original CSP application.

Overall, the narrative section can be no longer than a total of 35 typewritten pages using the following parameters:

- Narrative, including the Executive Summary, cannot exceed 35 pages, (8.5" x 11" standard letter size) with one-inch margins; use Arial, 11-point font.
- The narrative must address, in sequence, each section identified in the CSP Grant Rubric. Indicate each section letter and title in bold and center this information at the top of each page. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.
- Number all pages, and include the charter school name, school code, and authorizer's name in the header of each page.
- Do not copy and paste the outline, bullet points or questions provided into the body of the narrative.

Important Note: When uploading Narrative Sections A through J in Foundant, the applicant must use the following naming convention: Narrative A through J.

- The appendices section is not included as part of the 35 pages; yet pages submitted that are not contained in a template should adhere to the standard letter size (8.5" x 11") with one-inch margins, Arial font, and 11-point font as well. Copies of existing documents are acceptable as is (original format).
- Appendices 1, 3, and 4 do not have guidelines or templates. Appendices 8, 9, 10, 13, 14 and 15 have guidelines, not templates, that the applicant must follow. Applicants must use the guidelines and templates for Appendices 2, 5, 6, 7, 11 and 12.

Important Note: When uploading Appendices 1-15 in Foundant, the applicant must use the following naming convention for each appendix submitted: Appendix_1 , Appendix_2 Completed in Foundant, Appendix_3, Appendix_4, Appendix_5, Appendix_6, Appendix_7, Appendix_8, Appendix_9, Appendix_10, Appendix_11 No Longer Required, Appendix_12, Appendix_13, Appendix_14, and Appendix 15.

A. EXECUTIVE SUMMARY

Subgrant applicant is to provide a tracked changes version of the Executive Summary (no more than three pages) that briefly introduces the reader to the charter school. Give the reader a vision of the school, including its mission statement, vision, goals, grade levels, total students served during the previous CSP subgrant period, confirmed enrollment for the current fiscal year, and projected enrollment for the next fiscal year. Describe the location and demographics of the school community. Provide an overview of how the school prepares students for academic success, summarize the educational philosophy and approach. Briefly describe what the school has accomplished with its previous CSP subgrant. The charter school must include a description of how and when the charter school will meet and/or exceed the League's definition of a high-performing charter school model under the Great Schools Colorado project.

Summarize the amount of continued funding requested, introduce the grant project goals and activities, and begin to explain how those activities will support further implementation of the charter school.

Review Criteria:

- A summary, which introduces the reader to the charter school, shall include:
 - The school's mission, vision, goals, grade levels, total students served during the CSP subgrant period and projected enrollment for the next fiscal year.
 - A brief description of the community the school serves (including location and demographics).
 - An overview of how the school prepares students for academic success, including a high-level summary of the school's innovative educational philosophy and instructional approach.
 - A summary of what the school has accomplished to date with its current CSP subgrant.
 - A summary of the continued funding requested and an introduction to the project goals and activities to be achieved with continued funding.
 - A description of how and when the charter school will meet and/or exceed the League's definition of a high-performing charter school model.

B. SUBGRANT PROJECT GOALS AND BUDGET NARRATIVE

The subgrant proposal with tracked changes should summarize three to five subgrant project goals that support the implementation of the charter school and align to the school's mission, vision and goals. **The proposal must fully describe the subgrant project goals via Appendix 13.**

The proposal should also detail the following:

- Plan for executing the subgrant;
- Plan for evaluating the success of subgrant goals;
- How the use of the CSP subgrant funds will be used in conjunction with other federal funds to meet project goals and objectives; and
- Describe how it has shared and will continue to share best practices with charter schools across Colorado.

Please note, the information contained in the budget narrative will be reviewed by a panel to ensure that all goals and activities are aligned with the budget in the continuous improvement or strategic plan. All subgrant spending, including future budget revisions, must fit clearly within one of your stated project goals and activities. Applicants should address whether the charter school is seeking additional loans or grant funding for implementation or operational costs through any other sources outside the CSP subgrant and how the charter school will ensure management and finances will remain separate from other grants.

The subgrant proposal must include an updated Project Goals Budget Spreadsheet that aligns the budget Continuous improvement or strategic plan to the project goals outlined in the Narrative Section A: Executive Summary and Project Goals and Activities Forms.

Review Criteria:

- Identified CSP subgrant project goals give a clear and accurate picture of how the school will use subgrant funding to support the implementation of the charter school.
 - Goals are specific, measurable, attainable, relevant and time bound.
 - The strategies proposed to meet these goals and activities to improve educational results for all charter school students are evidence-based.
- There is clear alignment among the subgrant project goals and the vision and goals of the school.
 - Each subgrant project goal aligns with the school's mission, vision, educational program and other federal grant programs.
 - The school has a detailed plan, including action steps, for each subgrant project goal. If the school seeks technology and/or library funds, the application includes a technology plan and/or school library development plan.
- The budget and budget narrative fully describe the intended use of subgrant funds.
 - The submitted budget (in the continuous improvement or strategic plan) specifies expenditures for each subgrant project goal.
 - For each budget cell, the budget narrative fully explains how the school intends to use funds, including itemized descriptions.
- The budget narrative also includes a description of the supplementary funding needed for each project goal and a plan for securing it.
- The school demonstrates its plan to execute the Great Schools Colorado (GSC) CSP subgrant.
 - The school has sufficient cash on hand, or a reasonable plan to acquire it, to front initial subgrant spending until reimbursement.
 - The school does not include any unauthorized activities in the budget.
- The school provides a description of how the subgrant will be managed directly by the school **and not the operator** (e.g., CMO, EMO), including key personnel assigned to manage the subgrant.
- The school describes how it will report on subgrant goals and activities, including the budget, to its governing board.
- The school describes how it will use other federal funds in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application.
- The school describes how it will evaluate the success of the subgrant goals.
 - The school's plan for evaluating subgrant goals includes specific metrics, persons responsible and dates for review.
 - The school demonstrates a commitment to sharing best practices with charter schools across Colorado.

- The school identifies the best practices it implemented regarding academic performance, school culture, staff and student recruitment and/or financial management.
- The school describes how it has shared and will continue to share these best practices with other charter schools across the state, including timeframes for achievement and persons responsible

C. EDUCATIONALLY DISADVANTAGED AND AT- RISK STUDENTS

- Insert text from original CSP application (do not change original) -

Subgrantee must also expand on the original application to describe in greater detail how it will comply with the Individuals with Disabilities Education Act. The review criteria listed below must be answered and uploaded to Foundant, along with Narrative Section D from the subgrant applicant's original application.

Subgrantee must expand on the original application to describe in greater detail how it will support educationally disadvantaged students. The review criteria listed below must be answered and uploaded to Foundant along with the Narrative Section D from the subgrantee's original application.

Review Criteria:

- The school's plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success are clearly articulated and aligned to subgrant goals.
- The school describes the intervention procedures it will employ to support all educationally disadvantaged students with emphasis on subgroups.
- The school describes its process for the collection of academic and non-academic data and the analytical procedures it will employ to make data-driven decisions for educationally disadvantaged students.
- The school describes the staff specifically responsible for supporting educationally disadvantaged students.
- There is a clear connection between the annual and five-year forecast budgets (federal, state and/or private funding) regarding staffing and support services for educationally disadvantaged students. The school describes its intervention programs for students with disabilities, English language learners, economically disadvantaged and/or other vulnerable youth subgroups to include identification, curriculum, instructional techniques, assessments and transition.
- The school's plan describes of how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.

D. STANDARDS AND ALIGNED CURRICULUM

- Submit with Tracked Changes -

Note: *The educational model can include how the school will implement remote learning to accommodate a hybrid model approach. References to the educational model will be considered informational for the purposes of scoring the application, however, can be included to provide context/rationale for potential funding requests referenced in Narrative Section B.*

E. RESEARCH-BASED EDUCATIONAL MODEL

- Submit with Tracked Changes -

F. STAFFING AND PROFESSIONAL DEVELOPMENT

Detail the school's current/updated organizational structure, including a description of each position. Highlight any changes in organizational structure that have occurred over the past year. Describe the teacher and non-certificated staff turnover rate during the school's current year of operation. Describe the school's current strategies for recruiting and retaining high-quality personnel and note any staff turnover that has occurred over the course of the current school year. Describe the school's current strategies for engaging an external network to support the school's further professional development. Describe what your school has learned from its first year of recruiting personnel and engaging external networks; if applicable, describe how it will modify these strategies moving forward.

Review Criteria:

- The school provides an organizational chart with brief job descriptions and qualifications.
- The school describes the teacher and non-certificated staff turnover rate.
- The school describes its plans for mitigating high percentages of staff turnover.
- The school describes the approach it uses to recruit and retain high-quality school personnel.
- The school describes the approach it uses to engage an effective network of support.
 - The school identifies specific areas on which it seeks support.
 - The school identifies external partners that currently provide support in those areas.
 - The school describes how and when staff are engaged with external partners.
- The school describes lessons learned from its first year of operation and how its plans to modify its strategies moving forward.

G. ACCOUNTABILITY AND ACCREDITATION

- Submit with Tracked Changes -

H. BOARD CAPACITY AND GOVERNANCE STRUCTURE

The proposal should include an updated overview of the composition and selection process for the governing board, including an articulation of autonomy from conflicts of interest. After one or more years of operation, the proposal should describe what governance and management have worked well and what changes, if any, the governing board anticipates modifying moving forward. The school must include the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related to the CSP subgrant funding prior to any obligations or expenditure of CSP funds.

A list of Governing Authority members, founding members and disclosure information must be provided in Appendix 12. See Appendix 12 for additional details.

Review Criteria:

- The school explains the composition and selection process for the governing board.
 - The composition and selection process ensure adequate expertise to meet and perform board responsibilities.
 - The school explains how the board was designed to support the overall mission and vision of the charter school.
 - The school clearly articulates the autonomy of all governing board members from the authorizer, the operator and any other potential conflicts of interest.
- The school provides evidence of the board's preparation and practice.
 - The school details the training the board already has received.
 - The school details the training the board still needs, as well as when and how it will receive that training.
 - The school provides evidence of current strong board practices, including the development and implementation of conflict-of-interest policies.
 - The school describes the board's financial and transparency processes.
- The proposal describes what governance and management have worked well and what changes, if any, the governing board anticipates making moving forward.
- The proposal includes the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related to the CSP subgrant funding prior to any obligations or expenditure of CSP funds.

I. PARENT/COMMUNITY INVOLVEMENT

The updated proposal should summarize its plan for continued engagement of families and community members in the school's operations. Identify what has changed from your school's pre-opening to its current operation. The plan should include roles that parents and community members serve, as well as recruitment and ongoing engagement strategies. Include data on existing levels of involvement from these stakeholder groups, and describe any lessons learned regarding its marketing to the local community and educationally disadvantaged students. A more detailed description of the school's outreach and engagement should be included in the school's marketing plan in Appendix 8.

Review Criteria:

- The school summarizes its marketing plan, explaining how students and parents in the community are informed about the charter school.
 - The school describes how students and parents in the community are informed about the charter school, including details about targeted outreach plans for specific educationally disadvantaged student populations.
 - The school describes opportunities for prospective families to ask questions, obtain additional information and tour the facility.
- The school presents significant planning and effort to engage families in the school's operations.
 - The school describes its plan for engaging and empowering parents in the school's ongoing operations.
 - It describes the current level of parent engagement in the school, supported by data.

- The school presents significant planning and effort to engage prospective community members in the school's operations.
 - The school describes its plan for engaging and empowering community members in the school's ongoing operations.
 - The school explains its plan for attracting, recruiting and retaining the involvement of members of the community.
 - It describes the current level of community engagement in the school, supported by data.

J. BUSINESS CAPACITY AND FACILITIES

- **Submit with Tracked Changes** -

Application Appendices

Applicants should carefully review the expectations and directions for all appendices in the Continuation Application. Appendices must be in the order outlined in the checklist and immediately follow the application narrative.

APPENDIX 5: Technology Plan (Updates Only)

The updated technology plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities.

School Introduction/Demographics

The school introduction section sets the tone for the plan and describes some of the unique characteristics of the school's academic goals and culture of learning that will influence technology decisions. Things like size, population and demographics of the charter school community are all relevant, as well as any priorities or guidelines that the authorizer has for its charter schools. Additionally, if technology is necessary for initial implementation for remote learning, please identify them as part of the technology plan.

Vision

The vision of the plan is a one-sentence statement to be used to guide all future technology development, planning and purchases. Determination of this vision should not be rushed, as a strong, purposeful vision statement will make the remainder of the plan much easier to identify and develop.

S.M.A.R.T. Goals

Goals identify steps in carrying out the vision and will generally relate to the categories below. Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound). Goals identify the types of technology resources the school has and how they will be used, the method(s) to fund technology purchases and training, address staff development and curriculum integration, identify partnerships and include goals for community access to the technology. Goals should be general enough to not limit the technological options that may become available. Remember that the goals identified should be specific to the school, its overall vision and unique learning environment.

Technology Policies

Every school should identify and maintain policy document(s) that pertain to the use of its technology resources. This could be in the form of one all-encompassing policy document or broken down into separate documents for each group: students, staff/faculty and community/extracurricular. Policies should include guidelines for:

- Student/patron policies for accessing equipment and resources. Reference existing or pending policies that determine or monitor how the technologies are to be used by your "clients." If the school has no such policy, list a date by which a written policy will be completed and where the policy is located.
- Staff/faculty policies for accessing equipment and resources. This should cover the expectations of use and limits of staff with technology.
- School/library policies for providing students, staff/faculty and community member access to resources. These policies cover after-hours or extracurricular activities involving technological resources.

Action Plan

Once the goals and policies are in place, the school should think through the following steps toward implementing these technology goals:

- **Collaboration** – It is important to consider any potential collaboration, as sharing resources will help maximize the resources available on a limited budget. In this section, identify and list any technology partners the school has and resources that may be shared with the school. Also, list any partners in education the school wishes to develop and what resources they may offer.
- **Technology Acquisition** – Once the school has identified what can be secured through partnerships and collaboration, it will need to make a list of what purchases will need to take place to carry out the technology goals. The list should include planned purchases, budgeted amounts, sources of funding and the planned dates of acquisition. For network design, refer to any network architecture the school has or consultants that will be used to design the infrastructure. Keep the technicalities to a minimum, including only essential specifications to allow flexibility in purchasing. If the school is requesting CSP subgrant funds for these purchases, please provide specific information in the project goal(s) and activity/activities and budget narrative associated with technology.
- **Technology Integration into the Curriculum** – For each technology acquisition item, there should be a distinct justification for how it supports implementation of the school's unique culture and learning environment.
- **Staff Development** – In order for the implementation of the technology plan to be effective, teachers and staff will need to understand the roles and skills necessary to carry it out. In this section, please list and explain any training projects planned, including internal and external events, seminars and conferences. Include dates, costs, staff involved and sources/providers.
- **Resources** – It is important to explore the resources and access that will be available to the school. For example, the school may not want to purchase software that requires a minimum internet speed when the school is in a rural area that maxes out near that capacity, as the school will not have guaranteed access at the minimum speed necessary. In this section, describe the technology resources at the school's disposal. Include current or expected internet access and monthly costs, CD-ROM resources owned, media center inventory list, software used for instruction, inventory list of site licenses, etc. Describe maintenance costs and resources (support staff).
- **Funding Sources** – Exploring other available sources of funding as part of the technology plan will help ensure the best resources. In this section, list funding sources the school has/will have access to, including any grants or subgrants the school will seek, E-rate funding levels and percentages of the general fund or capital reserve budgets allocated for technology.

Evaluation

Each technology plan should have a way of reviewing and assessing its policies through a technology committee or other method.

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

It is a good idea to keep a "history" of technology planning and implementation by keeping all subsequent versions of the technology plan saved in one place as a reference of the school's progress.

Instructions: Each applicant is required to complete the technology plan if its application proposes that CSP subgrant funds be used for technology purposes. Fill in each section below. Use of bullet points is encouraged. This plan should be limited to three to five pages.

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

SCHOOL INTRODUCTION/DEMOGRAPHICS

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TECHNOLOGY POLICIES

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VISION

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S.M.A.R.T. GOALS/OBJECTIVES

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ACTION PLAN (Including the following: Collaboration, Technology Acquisition, Technology Integration into the Curriculum, Staff Development, Resources and Funding Sources)

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EVALUATION

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Current Library Media Program

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

S.M.A.R.T. Goals/Objectives

List goals and objectives that the school hopes to achieve through the library media center program in the subgrant period. Include types of library media resources the school will have and how they will be used in and out of the curriculum, and explain how the school's staff, parents, the community and students were (or will be) utilized to develop these goals.

Activities and Measures

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

APPENDIX 6: School Library Development Plan

Each applicant is required to complete the updated school library development plan if its application proposes that CSP subgrant funds be used for school library purposes. Fill in each section below. Use of bullet points is encouraged. This plan should be limited to three to five pages.

School Name	
School Library Contact (Name, Phone and Email)	
Effective Dates of Plan	

SCHOOL INTRODUCTION/DEMOGRAPHICS

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VISION

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CURRENT LIBRARY MEDIA PROGRAM

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S.M.A.R.T. GOALS/OBJECTIVES

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ACTIVITIES AND MEASURES

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APPENDIX 7: Professional Development Plan

The updated Professional Development Plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities as well as the mission, vision and strategic goals of the proposed charter school.

Needs Assessment

When considering professional development, schools need to complete a needs assessment of its professional development needs for staff to promote and sustain high quality instructional delivery and improved student academic achievement.

Subgrant Considerations

When creating the professional development plan, consider how the plan overlaps with other areas of the application, such as:

- **Subgrant goals and activities** – Does the professional development plan align with one or more subgrant goals or activities?
- **Budget** – Does your budget clearly support your professional development plan?
- **Technology** – Will staff/faculty need training on technology?
- **Library Media Center** – Will resources be purchased, and will space be set aside in the library for professional development books?
- **Networking** – How will you use professional development to improve networking opportunities?

Please note that CSP subgrant funds may only be used to make initial purchases of any type of professional development. Ongoing professional development costs are unallowable unless they are sufficiently justified in the program budget as to how a repeated professional development and/or conference attendance can be considered a start-up cost. For example, an expense could be considered allowable if the proposed professional development is an extension of previous year's training, will be provided to new staff members or different staff members will be attending a conference in the third year of the subgrant.

Professional Development Resources

When considering professional development resources, utilize appropriate opportunities offered by regional professional development providers, local school districts or other providers. Address any opportunity to network and make use of other experts in the region (charter school, public school, etc.). Look in-house for teachers or administrators with expertise that can benefit other teachers. Identify the resources required to provide the proposed training.

Promising professional development programs may include:

- Focus on teachers as central to student learning yet include all other members of the school community.
- Focus on individual, collegial and organizational improvement.
- Respect and nurture the intellectual and leadership capacities of teachers, administrators and others in the school community.
- Reflect the best available research and practice in teaching, learning and leadership.
- Enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies and other essential elements in teaching to high standards.
- Promote continuous inquiry and improvement in the daily life of schools.

- Are planned collaboratively by those who will participate in and facilitate that development.
- Require substantial time and other resources.
- Are driven by a coherent and long-term plan that includes a continual needs assessment; and
- Are evaluated ultimately based on their impact on teacher effectiveness and student learning and guide subsequent professional development efforts.

Instructions for completing the Professional Development Plan Appendix

Vision

This should be a clear statement of the school's vision for the overall development program for your governing authority, administration, staff and teachers. It should focus on developing a foundation for all professionals to build on. It should relate to the overall vision of the school and should focus on building the capacity to improve student achievement. Provide a short statement to be used to guide the planning and purchases of the professional development program for the governing authority, administrators, staff and teachers. Be sure this statement relates to the overall vision of the school.

S.M.A.R.T. Goals/Objectives

Goals should be S.M.A.R.T. (specific, measurable, attainable, research-based/relevant and time-bound) and should be rigorous and data driven. A needs assessment of the professional development in the school should be conducted to determine the type of professional development that is needed and should focus on improving student achievement and development.

The CSP subgrant applicant must assure that all planned professional development meets the standards for high- quality professional development in Colorado. Tasks may include workshops, seminars, study groups, research experiences, mentoring and coaching, and partnerships with other teaching or leadership professionals.

Professional development tasks must focus on providing professionals an opportunity to learn, practice and enforce new behaviors or knowledge. Descriptions of the tasks should make it clear how you will reach your goals. Schools should consider whether most of the training provided will be individualized or in a group setting when deciding on a particular professional development or academic model. All planned training activities should be based on research or best practices and should be used with a population that is like that of the charter school. Be sure to take into consideration limited resources and time.

The professional development plan should have established outcomes supported by an evaluation method to ensure goals are met. Consider how the success of the plan will be measured (behavior, attitudes, knowledge) and whether the school has met the previously identified needs. Any evaluation of outcomes should be both qualitative and quantitative (i.e., observations tracking use of new skills, self-reflection of value of new training, etc.).

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

Model

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

Action Plan

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

Outcomes/Evaluation

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

Resources

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

Relation to CSP Subgrant

How does the plan for professional development overlap with other plans in this subgrant application? Does the application's proposed budget clearly support the professional development plan? What specific subgrant goals and activities does this plan support?

Instructions: Each applicant is required to complete the Professional Development Plan if its application proposes that CSP subgrant funds be used for professional development purposes. Fill in each section below. Use of bullet points is encouraged. Remember that the longer the plan, the less likely the school will be to use it effectively. This plan should be limited to three to five pages.

School Name	
School Professional Development Contact (Name, Phone and Email)	
Effective Dates of Plan	

VISION

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S.M.A.R.T. GOALS/OBJECTIVES

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MODEL

--

ACTION PLAN OUTCOMES/EVALUATION

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RESOURCES

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RELATION TO CSP SUBGRANT

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APPENDIX 8: Marketing Plan

The updated marketing plan should describe the charter school's continued strategy to attract and engage students and families. The marketing plan should be limited to one to three pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the subgrant project goals and activities associated with continued funding.

At a minimum, the marketing plan for the school should include the following components:

- A clear description of how the school informs the community about its enrollment process, procedures and deadlines.
- A description of how the marketing plan is multi-modal and increases access to the charter school for all prospective students.
- A description of how the school outreaches to educationally disadvantaged or at-risk student populations.
- A description of the marketing materials and the various means of distribution.
- A description of the marketing mediums to be used.
- A clear description of the target student population the school serves and its efforts to engage prospective families in those communities.
- A description of the opportunities prospective families has to ask questions, get additional information and tour the facility.
- The clear description of how the school attracts, recruits and retains the involvement of members of the community.
- A description of the current levels of parental and community engagement in the school, supported by data.

Instructions for Completing the Marketing Plan Appendix

School Information/Demographics

Briefly describe the community in which the school is located in terms of size, population and concerns, and outline the school's core marketing plan priorities and how they will be addressed with continued CSP subgrant assistance.

Current Marketing of the School

Briefly summarize the school's marketing and engagement of parents and community members during its first year of operation. Describe the school's current levels of student enrollment and parental and community engagement in the school, including supporting data from current operations.

S.M.A.R.T. Goals/Objectives with Continued CSP Funding

List the goals and objectives that the school will engage in to carry out its marketing plan with continued CSP funding. Goals should be S.M.A.R.T. (specific, measurable, attainable, relevant and time-bound) and should be rigorous and data-driven. Include types of marketing resources the school has and how they are used.

Activities and Measures

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

APPENDIX 9: Performance Management Plan

The updated performance management plan should be limited to three to five pages and updated at least annually during the subgrant period. The plan should align specifically with one or more of the project goals and activities specified in this proposal for continued CSP subgrant funding.

Subgrant Considerations

Charter school subgrants may be used to implement a new performance management system, improve an existing system and acquire analytical support. Subgrant funding may be purchased to implement the following:

- **Student Information System:** A software program that collects and stores items such as student contact and demographic information, grades and attendance into a database sitting either on a local school network or online.
- **Interim Benchmark Assessments/Formative Assessments:** Measures other than the state assessments to look at progress toward class/school learning goals. Purchase of interim assessments offers certain advantages, such as utilizing a different testing cycle (i.e., fall-spring, bi-monthly, etc.), which allows schools to periodically measure student performance throughout the year and receive quick results that will inform daily instructional decision making. These assessments should be aligned to state and/or national standards.
- **Data Management System:** A web-based system that stores school information from dissimilar sources such as student information systems, test publishers and interim benchmark assessments and allows for quick student analysis of multiple indicators. A data management system links systems together to create a single, powerful source of key student, school and organizational information that enables the translation of discrete data into actionable information, supporting sustained improvement of the charter school.
- **Technical Support:** Includes consulting support for school performance analysis of student data and trainings for staff/faculty.
- **Hardware and Equipment/Software Upgrades:** Any upgrades necessary to run any of these programs (may include computers, servers, network security, etc.).

Funds may only be used to make the initial purchase of any type of performance management system. Ongoing licensing costs and subscription fees are not allowable under a continued CSP subgrant. Additionally, an applicant may purchase an initial contract for technical support; however, any costs associated with continued technical support are recurring and, therefore, unallowable under a continued CSP subgrant.

Choosing a Performance Management Strategy

The effective use of data on student and school performance is crucial to charter schools given the focus on school performance in areas of student achievement growth, student achievement status, growth and achievement gaps, and career and college readiness on the charter school performance framework standards provided by the authorizer. However, as changes are being discussed at the federal level with Every Student Succeeds Act (ESSA), the anticipation is that similar areas of school performance will be utilized in measures of school quality. High-quality schools use data regularly to inform decision-making. Data-driven decision-making is facilitated using high-quality performance management strategies and technologies that gather, organize, analyze, report and share information about student and school performance.

School leaders should assess the needs and capacities of the school and evaluate the functionality, costs and ease of implementation of any prospective system. The request should address these factors and describe the purposes and objectives the chosen strategy will meet, the anticipated implementation schedule and the anticipated training schedule. Be sure to tie any training related to performance management to the professional development plan also submitted.

Instructions for Completing the Performance Management Plan Appendix

School Introduction/Demographics

Provide an overview of the school's educational program. State the school's mission and describe its student population, enrollment size and number of teachers. Describe how the performance management strategy will help the school to accomplish the mission and implement the proposed educational design.

Vision

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

S.M.A.R.T. Goals/Objectives

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

Current Performance Management System

Provide a description of the existing performance management system. Include in the description the current methods of collecting student data and what data is collected, assessments used, the testing cycle and format of each, method of data storage, analyses and reports conducted/prepared (including service providers), current results of recent analyses/reports and list the hardware supporting the current performance management system.

Activities/Measures/Targets

Complete the following table to provide a list of the activities that will be used to assess the intended changes in the performance management plan resulting from the subgrant. Link each activity/measure to one of the goals/objectives identified above, as well as describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.

Performance Management Budget

Provide a short statement of the overall budget costs for implementing the performance management system outlined.

APPENDIX 10: Transportation Plan

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

Requirements involved in the one-time Transportation Purchase

The following will be reviewed by the Colorado League of Charter schools in partnership with CDE's Transportation Office prior to the release of funds.

- Transportation purchases are only for buses/small vehicles that meet Colorado statutory requirements.
- Total one-time expense will not exceed 25 percent of the annual grant. For schools applying in their first year of implementation, the maximum award will not exceed 25 percent of a three-year annual award.
- Before a purchase is permitted, an identified bus must be evaluated by CDE's Transportation Office to determine that it meets state safety requirements pursuant to [1 CCR 301-25](#).
- Schools will be required to provide annual reports on the status of the bus, including evidence of proper record keeping, inventory, serial #, maintenance, annual inspections, required brake inspections, and operator and inspector qualification files pursuant to 1 CCR 301-26.
- School may use CSP subgrant funds to procure a bus service that meets all state requirements for vehicles, vehicle operators, and vehicle inspection requirements (1 CCR 301-25 and [1 CCR 301-26](#)) to transport students as long as the expense is a one-time expense and a budgeted plan is presented to continue paying for the service after the CSP subgrant funding ends.
- A school seeking to use CSP subgrant funds for transportation expenses must include a grant project goal under Section B of their application and include a measure and metric to report on that goal.
- The school must provide a school budget for what reasonable cost assumptions will look like over the next five years and describe how these costs will be incorporated into a long-term, sustainable operational budget for the school.
- *The other grant project goals of the school's CSP subgrant must still be clearly met and not compromised based on expenditures related to transportation costs.*

Instructions: All applicants are required to complete Part A of this Transportation Plan, whether they seek to use Great Schools Colorado CSP subgrant funds to make one-time purchases associated with student transportation. Part B of this Transportation Plan should be completed only by applicants seeking to utilize CSP grant funds for transportation expenditures. Fill in the information below as it applies to the applicant school. Use of bullet points is encouraged. This plan should be limited to two to five pages.

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

Part A (completed by all applicants)

Goals/Objectives

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

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

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

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

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

Part B (completed only by applicants seeking to utilize CSP subgrant funds for transportation purchases)

One-time startup costs associated with transporting students to and from a charter school

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

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

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

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

☐ Home-to-School

☐ School-to-Home

☐ School-to-School

Sustainability Plan

Explain how the school will continue to meet the transportation needs of students after the CSP subgrant ends.

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

Consultation with the CDE Transportation Office

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

Please provide the name of the CDE employee within the Transportation Office that the school consulted with concerning this proposed project.

Transportation Annual Report for Charters

Any current subgrantee that receives reimbursement from the GSC grant for one-time startup costs associated with transportation **must** complete this report annually and submit it with the school's Annual Financial Report (AFR).

1. Please list the expenditure(s) delegated from the CSP subgrant for one-time startup costs associated with transportation. If the cost was used to purchase a bus, please list the bus type and serial number.
2. Please list the school's Grant Project Goal related to transportation as described in the Appendix F: Transportation Plan, as well as Section B: Grant Project Goals and Budget Narrative included in the school's initial CSP grant application.
3. Explain how this goal was or was not met.
4. Please describe any incidents involving student safety on the buses (whether a purchased bus or bus service), including but not limited to bus accidents, bus breakdowns, and/or student altercations.
 - a. Please describe any actions already taken to remedy these incidents involving student safety.
5. Do the bus(es) or bus service currently meet the 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles and 1 CCR 301-26 Colorado Rules for the Operation, Maintenance and Inspection of School Transportation Vehicles?
6. Please list the last inspection date for each bus that demonstrates compliance with 1 CCR 301-26, Sections 4204-R-10.00 and 4204-R-11.00.

APPENDIX 12: Disclosure Information

Instructions: Please address all of the following sections (or respond with N/A if not applicable) as a required update:

1. Because certain contractual arrangements have bearing on what can and cannot be funded with these subgrant 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 funds are being requested for an item that may be included in the contract, **please attach a copy of the related contract to the subgrant application.**
2. Describe any other agreements or contractual relationships that have been established with individuals, groups, or companies. These would include Educational Management Organizations (EMOs), Charter Management Organizations (CMOs), Charter Collaboratives, technology providers, professional development providers, curriculum companies, or other educational service providers. Failure to disclose these relationships could result in funds being retracted, even if already disbursed. **If an agreement with an EMO, CMO or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the subgrant application under Appendix 12.**
3. Explain any relationship with an educational service provider (ESP) (e.g., EMO, CMO, technical assistance provider, etc.) to explain why the applicant is seeking to or has contracted with an ESP rather than operate the school directly. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by developers to choose the service provider (e.g., was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?).
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through charter school subgrant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the ESP. Provide a description of the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the governing board, please explain. The description should align with the management agreement with the ESP and provide a clear picture of what the ESP is responsible for.
5. Describe any contract, lease or mortgage that is in place regarding the school's educational facility. What percentage is the facility cost estimated to be? **Please include a copy of any facility-related agreements.**
6. Does the charter school have a governing board-approved conflicts of interest policy? If so, **please include a copy of the policy as an attachment to the subgrant application under Appendix 12.** The conflicts of interest policy must comply with EDGAR [34 CFR 75.525].
7. Provide a list of current governing authority members with the following information: first and last name; position on the governing authority; current employer and title of position; and any previous employers for the last two years. Provide a list of founding members of the charter school if different than the current governing authority members. This list must include the first and last name, current employer, position title, and any previous employers for the last two years.
8. A copy of the treasurer agreement and surety bond.

Updated Charter/Education Management Organization (CMO/EMO) Questionnaire

The U.S. Department of Education's Nonregulatory guidance of the Charter Schools Program (CSP) recognizes that a charter school may enter into a contract with a for-profit entity to manage the day-to-day operations of the charter school. However, federal regulations mandate that a charter school grant recipient must "directly administer or supervise the administration of [the grant]." When administering or supervising the administration of the grant, the charter school that contracts with a charter management organization (CMO) or education management organization (EMO) should ensure that it and its governing board are independent of the for-profit CMO/EMO.

A copy of the [Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance](#) can be found at the federal CSP webpage (link provided).

All Great Schools Colorado CSP Program (CSP) applicants must complete the charter/education management organization questionnaire found below. This will assist the Colorado League of Charter Schools to fulfill its responsibility to ensure that subgrant recipients utilizing the services of a CMO/EMO are independent of that management organization.

If your school *does not or will not* have a contract with a CMO/EMO, please indicate "N/A" in the Name of charter/education management organization section below. Should your school *have or will have* a contract with a CMO/EMO, respond to *all* questions completely, regardless of whether it is a for-profit or non-profit entity.

Relevant excerpts from the signed charter school contract between the governing authority and the authorizer may be used (please indicate if the information provided was included in the signed charter school contract). **The CMO/EMO questionnaire must be signed by the governing authority president of the charter school.**

Charter School Name:	
School Code:	
Legal Name of CMO/EMO:	

A. Will the nonprofit entity receiving the CSP subgrant directly administer or supervise the administration of the subgrant?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>Describe the key staff responsible for the administration and/or supervision of the subgrant entity, including the specific roles, responsibilities and duties of each individual as they pertain to the subgrant. Include any areas where there may be CMO/EMO providing back-office services.</i>		

B. Are any of the charter school's governing authority members selected by the CMO/EMO/?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. Does the governing authority include members who are employees of the CMO/EMO/?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
D. Does the charter school have an attorney that is independent from the CMO/EMO/?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
E. Does the charter school have a treasurer that is independent from the CMO/EMO/?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
F. Does that charter school have an audit firm that is independent from the CMO/EMO/?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
G. Was the contract between the charter school and the CMO/EMO/ negotiated at "arms-length" (e.g. multiple bids, etc.)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

<i>Please explain how the CMO/EMO/ESP was selected.</i>

- H.** Does the contract between the charter school and CMO/EMO clearly describe each party's rights and responsibilities and specify reasonable and feasible terms under which either party may terminate the contract (e.g., the charter school does not lose the right to use facilities or materials)? **Include a copy of the management agreement with Appendix 12.**
- I.** Explain the fee structure for the management services being provided by the CMO/EMO. What percent of state funds or fixed fee, if any, are to be paid to the CMO/EMO under its contract with the school's governing authority? Please explain what services are covered by fees paid to the CMO/EMO. Describe the reasonableness of the fee structure and/or fixed fee.
- J.** Are there any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO/EMO? Please list amounts and creditor for each loan. Please explain how any loans, leases, etc., are fair and reasonable, documented appropriately, aligned with market rates and include terms that will not change if the management contract is terminated?
- K.** Does the contract between the school's governing authority and the CMO/EMO include a clause that allows either party to terminate the contract for cause prior to the end of the contract term? If so, provide the page and section number of the contract with the CMO/EMO.

By signing below, I certify to the best of my knowledge and belief that all statements contained herein are true, correct, complete and made in good faith.

Name of Individual Completing Form:	
Title:	
Signature:	
Date:	

APPENDIX 13 – PART A: CSP Subgrant Project Goals and Updated Activities for Continued CSP Funding as described in Narrative Section B of this application

ACTIVITY #1:	CSP FUNDS BUDGETED FOR THIS ACTIVITY: Other Federal Funds Budgeted for this Activity (Provide amount budgeted from each funding source):
DESCRIPTION OF ACTIVITY:	
S.M.A.R.T. GOAL:	
PERFORMANCE MEASURE:	
TIMELINE:	

APPENDIX 13 – PART B: Status of CSP Subgrant Project Goals and Updated Activities from the Previous CSP Subgrant

ACTIVITY #1:	CSP FUNDS BUDGETED FOR THIS ACTIVITY: Other Federal Funds Budgeted for this Activity (Provide amount budgeted from each funding source, title and code):
	CSP FUNDS EXPENDED FOR THIS ACTIVITY: Other Federal Funds Expended for this Activity (Provide amount expended from each funding source, title and code):
DESCRIPTION OF ACTIVITY:	
S.M.A.R.T. GOAL:	
PERFORMANCE MEASURE:	
TIMELINE:	
PROGRESS TO DATE:	

APPENDIX 14: Minor Facility Repair Plan (OPTIONAL)

Provide a request and justification for CSP funds that will be utilized to complete necessary renovations/repairs to the school in support of implementation activities. The request must a minimum clearly outline the specific renovation/repair, the rationale to demonstrate the funding is critical to support the charter school and an analysis of state/local revenue is insufficient to complete the necessary renovation/repair.

Background: Under guidelines from ESSA (ESEA § 4303 (h)(3)), charter schools can apply to repurpose a percentage of their monies from their CSP grant for the purpose of minor facility repairs and other necessary renovations.

Determining what constitutes a “Minor Renovations/Repair Request”

Minor facility repairs and necessary renovations cannot add to the permanent value of the property nor significantly prolong its intended life, but rather, keep it in efficient operating condition. In addition, under this program:

1. Total annual expenses on facilities are not to exceed 10% of the annual grant award.
2. The goals of the grant are clearly met and not compromised based on expenditures made related to facility repairs.

Examples Include: Repairing a leak in the roof, replacing/repairing a leaky window, and repairing a furnace or air conditioning unit.

Instructions: Applicants are required to complete this form if their application proposes that CSP grant funds be used to make minor facility repairs. Fill in the information below as it applies to your request.

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

RATIONALE FOR EXPENSES

Identify any minor facilities repairs and budgeted amounts for each.

--

Explain why these repairs are considered “minor repairs”.

--

Identify where these repairs are specified in your project goals and project budget spreadsheet.

--

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

--

Be sure to modify your project budget spreadsheet.

Assurances (please initial before sending)

- ☐ Charter school acknowledges that any minor facility repairs and any other renovations will be necessary to ensure compliance with applicable statutes and regulations.
- ☐ Charter school acknowledges that any minor facility repairs paid for through CSP funds must be reviewed and approved by the League before funds related to the activity will be released.
- ☐ Charter school acknowledges that expenses are only for minor facility repairs that are non- sustained/one-time associated costs.

APPENDIX 15: Waiver Requests (OPTIONAL)

Provide a request and justification for waivers of any federal or state statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school. The request and justification must include the specific statute or regulatory reference and rationale as to why you feel a waiver is necessary.

GREAT SCHOOLS COLORADO (GSC)

CSP Subgrant Continuation Application: Procedural Review Checklist

Instructions: *The League staff complete the checklist below to indicate if the application has all required items. If needed, the League staff members will enter comments for each application section in the indicated "Comments" fields. Once the procedural review is completed, League staff members indicate whether the application is approved to continue through the Content Review process.*

Names of the Colorado League of Charter Schools staff:

	Date Completed: _____
	Date Completed: _____
	Date Completed: _____

Subgrant Eligibility Requirements

Criteria	Yes	No	NA
The applicant is currently receiving a CSP subgrant from the Colorado League of Charter Schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			

Allowable Use of Funds

Criteria	Yes	No	NA
All costs in the budget fall under allowable costs, as outlined in the Allowable Costs Guide, and there are no additional costs outlined within the application.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applicant has demonstrated that state or local funds are unavailable to cover any budgeted expense at issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The application and budget does not include expenditures that are not "allowable, allocable, or reasonable," as defined in the Nonregulatory Guidance Handbook (updated January 2014) and the Uniform Guidance [2 CFR 200].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Applicant includes a description of how it will use other federal funds (funding source, allocated amounts, title) in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			

Application Narrative Procedural Requirements

Criteria	Yes	No	NA
1. Narrative is 35 pages or fewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Narrative font size is 11 pt.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Narrative font style is Arial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Narrative page margins are one inch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Narrative includes a header on all pages with all the following information: page numbers, charter school name, school IRN and authorizer's name.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Narrative section includes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A. Executive Summary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Subgrant Project Goals and Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Serving Educationally Disadvantaged and At-Risk Students			
1. The school's plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success are clearly articulated and aligned to subgrant goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Description of how the charter school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Standards-Aligned Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Research-Based Educational Model	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Staffing and Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Accountability and Accreditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Board Capacity and Governance Structure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Parent/Community Involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. Business Capacity & Facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Priority Points	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS:			

Application Appendices Procedural Requirements

Criteria	Yes	No	NA
1. Charter school Enrollment Policy, including Lottery Protocol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The applicant does NOT have designated feeder patterns demonstrating separate and distinct schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The applicant does NOT have weights associated with its lottery. The applicant is a charter school that provides all students in the community with an equal opportunity to attend the charter school [20 U.S.C. 7221-7225g].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The applicant does NOT have lottery and enrollment policies that include preference for students in other charter schools operated by the CMO/EMO.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Completed CSP Budget Form (to be completed in The League's e-grant management system, FOUNDANT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Copy of Charter school's Annual and Long-Term Budgets and Last Audited Financial Statement (when applicable)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The applicant used the Department's annual budget template and five-year forecast template	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Copy of Executed Contract between the authorizer and the governing authority including all attachments and amendments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Technology Plan (if requested funds in previous subgrant period or requesting funds for technology for future subgrant period)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. School Library Development Plan (if requested funds in previous subgrant period or requesting funds for school library development for future subgrant period)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Professional Development Plan (if requested funds in previous subgrant period or requesting funds for professional development for future subgrant period)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Marketing Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Performance Management Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Transportation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. The applicant provided Part A (required for all applicants)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The applicant provided Part B (required for only those applicants seeking to utilize CSP subgrant funds for transportation purchase)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Transportation Annual Report for Charters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Equity, Diversity, Inclusion Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Disclosure Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Copy of Lease Agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Copy of Executed CMO/EMO Contract (or other provider contracts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The contract between the charter school governing authority and the CMO/EMO includes a provision allowing the governing authority to terminate the contract for cause prior to the end of the term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ii.	The contractual fees for the CMO/EMO are reasonable. If the applicant contracts with a CMO/EMO, it provides a detailed explanation and breakdown of services and how the contractual fees are reasonable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii.	Charter/Education Management Organization (CMO/EMO) Questionnaire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv.	Charter school demonstrates CMO/EMO “arm’s length” requirement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	Conflicts of Interest Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i.	A potential conflict of interest was identified during the technical review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.	Governing Authority members, founding members and disclosure information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.	Evidence of Public Benefit Corporation or Nonprofit Status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f.	Treasurer Agreement and Surety Bond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	CSP Subgrant Project Goals and Activities Form(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a.	Each project activity form includes the CSP budgeted amount and other federal funding sources, including amounts to be allocated for the activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.	The applicant provided Project Goals and Activities Form(s) – Part A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.	The applicant provided Project Goals and Activities Form(s) – Part B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Minor Facility Repair Plan (OPTIONAL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	Waiver Requests (OPTIONAL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COMMENTS: <div style="border: 1px solid black; height: 40px; width: 100%;"></div>				

Overall Recommendation from the Procedural Review *(check one)*:

☐ **APPROVED – EVALUATE THE APPLICATION** ☐ **NOT APPROVED**

Additional Comments

GREAT SCHOOLS COLORADO (GSC) CSP

Subgrant Continuation Application: Narrative Content Review

Instructions: League staff will review and rate the content of each narrative and appendix provided in the continuation application which must be updated for continued funding. The narrative and appendices that subgrantees are not allowed to update will not be rated; however, these sections of the application will be reviewed and taken into consideration by League staff reviewers when they rate the updated components of the continuation application.

For example, reviewers will consider the subgrantee's school community and how it intends to recruit and retain educationally disadvantaged students when rating Narrative Section I: Parent/Community Involvement and Appendix 8: Marketing Plan of the subgrantee's application. Section C: Educationally Disadvantaged and At-Risk Students is not updated from the original subgrant application, but the subgrantee must provide additional detail based on required review criteria. As such, League staff must evaluate the additional criteria.

Reviewers will evaluate and select one of three ratings for each narrative evaluated.

Rating	Definition
Yes	The response meets the established criteria and presents a clear, realistic picture of how the school expects to continue operating and inspires confidence in the applicant's capacity to execute the plan effectively.
No	The response is incomplete and raises concerns about the viability of the plan or the applicant's capacity to execute it; therefore, it does not meet the established criteria.
NA	This narrative or appendix is not applicable to the subgrantee.

SECTION A: EXECUTIVE SUMMARY

Review Criteria	Yes	No	NA
<p>The summary introduces the reader to the charter school and includes:</p> <ul style="list-style-type: none"> • Identified The school's mission, vision, goals, grade levels, total students served during the CSP subgrant period and projected enrollment for the next fiscal year. • A brief description of the community that the school serves (including location and demographics). • An overview of how the school will prepare students for academic success, including a high-level summary of the school's innovative educational philosophy and instructional approach. • A summary of what the school has accomplished to date with its current CSP subgrant. • A summary of the continued funding requested and an introduction to the project goals and activities to be achieved with continued funding. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer Comments:			

SECTION B: SUBGRANT PROJECT GOALS AND BUDGET NARRATIVE

Review Criteria	Yes	No	NA
<p>Identified CSP subgrant project goals give a clear and accurate picture of how the school will use subgrant funding to support the implementation of the charter school.</p> <ul style="list-style-type: none"> • Goals are specific, measurable, attainable, relevant and time bound. • The strategies proposed to meet these goals and activities to improve educational results for all charter school students are evidence- based. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>There is clear alignment among the subgrant project goals and the vision and goals of the school.</p> <ul style="list-style-type: none"> • Each subgrant project goal aligns with the school's mission, vision, educational program and other federal grant programs. • The school has a detailed plan, including action steps, for each subgrant project goal. If the school seeks technology and/or library funds, the application includes a technology plan and/or school library development plan. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The budget and budget narrative fully describe the intended use of subgrant funds.</p> <ul style="list-style-type: none"> • The submitted budget (in Foundant) specifies expenditures for each subgrant project goal. • For each budget cell, the budget narrative fully explains how the school intends to use funds, including itemized descriptions. • The budget narrative also includes a description of the supplementary funding needed for each project goal and a plan for securing it. • The budget narrative identifies items necessary to implement remote learning for the 2023-2024 school year (if the school is planning on implementing remote learning). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school demonstrates its plan to execute the Great Schools Colorado (GSC) CSP subgrant.</p> <ul style="list-style-type: none"> • The school has sufficient cash on hand, or a reasonable plan to acquire it, to front initial subgrant spending until reimbursement. • The school does not include any unauthorized activities in the budget. • The school provides a description of how the subgrant will be managed directly by the school and not the operator (e.g., CMO, EMO), including key personnel assigned to manage the subgrant. • The school describes how it will report on subgrant goals and activities, including the budget, to its governing board. • The school describes how it will use other federal funds in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school describes how it will evaluate the success of the subgrant goals.</p> <ul style="list-style-type: none"> • The school's plan for evaluating subgrant goals includes specific metrics, persons responsible and dates for review. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school demonstrates a commitment to sharing best practices with charter schools across Colorado.</p> <ul style="list-style-type: none"> • The school identifies best practices it implemented regarding academic performance, school culture, staff and student recruitment and/or financial management. • The school describes how it shared and will continue to share these best practices with other charter schools across the state, including timeframes for achievement and persons responsible. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Reviewer Comments:</p>			

SECTION C: EDUCATIONALLY DISADVANTAGED AND AT-RISK STUDENTS

Review Criteria	Yes	No	NA
<p>The school's plans for providing instructional support, interventions and programs to overcome academic and non-academic barriers to success for educationally disadvantaged students are clearly articulated and aligned to subgrant goals.</p> <ul style="list-style-type: none"> The school describes the intervention procedures it will employ to support all educationally disadvantaged students with emphasis on subgroups. The school describes its process for the collection of academic and non-academic data and the analytical procedures it will employ to make data-driven decisions for educationally disadvantaged students. The school describes the staff specifically responsible to support educationally disadvantaged students. There is a clear connection between the annual and five-year forecast budgets (federal, state and/or private funding) regarding staffing and support services for educationally disadvantaged students. The school describes its intervention programs for students with disabilities, English language learners, economically disadvantaged and/or other vulnerable youth subgroups to include identification, curriculum, instructional techniques, assessments and transition. The school describes how these strategies will meet the needs of each student subgroup and comply with state and federal requirements, including a description of how the school will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer Comments:			

SECTION D: STANDARDS AND ALIGNED CURRICULUM – No Rating

SECTION E: RESEARCH-BASED EDUCATIONAL MODEL – No Rating

SECTION F: STAFFING AND PROFESSIONAL DEVELOPMENT

Review Criteria	Yes	No	NA
<ul style="list-style-type: none"> The school provides an organizational chart with brief job descriptions and qualifications. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school describes the teacher and non-certificate staff turnover rate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school describes its plans for mitigating high percentages of staff turnover. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> The school describes the approach it uses to recruit and retain high-quality school personnel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school describes the approach it uses to engage an effective network of support.</p> <ul style="list-style-type: none"> The school identifies specific areas on which it seeks support. The school identifies external partners that currently provide support in those areas. The school describes how and when staff are engaged with external partners. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school describes lessons learned from its first year of operation and how its plans to modify its strategies moving forward. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer Comments:			

SECTION G: ACCOUNTABILITY AND ACCREDITATION – No Rating

SECTION H: BOARD CAPACITY AND GOVERNMENT STRUCTURE

Review Criteria	Yes	No	NA
<p>The school explains the composition and selection process for the c.</p> <ul style="list-style-type: none"> The composition and selection process ensure adequate expertise to perform board responsibilities to meet the requirements of Colorado Governing Board requirements. The school explains how the board was designed to support the overall mission and vision of the charter school. The school clearly articulates the autonomy of all governing board members from the authorizer, the operator and any other potential conflicts of interest. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school provides evidence of the board's preparation and practice.</p> <ul style="list-style-type: none"> The school details the training the board already has received. The school details the training the board still needs, as well as when and how it will receive that training. The school provides evidence of current strong board practices, including the development and implementation of conflict-of-interest policies. The school describes the board's financial and transparency processes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The proposal describes what governance and management have worked well and what changes, if any, the governing board anticipates moving forward. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> The proposal includes the development of policies and procedures to ensure the governing authority reviews and approves all financial obligations related to the CSP subgrant funding prior to any obligations or expenditure of CSP funds. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer Comments:			

SECTION I: PARENT/COMMUNITY INVOLVEMENT

Review Criteria	Yes	No	NA
<p>The school summarizes its marketing plan, explaining how students and parents in the community are informed about the charter school.</p> <ul style="list-style-type: none"> The school describes how students and parents in the community are informed about the charter school, including details about targeted outreach plans for specific educationally disadvantaged student populations. The school describes opportunities for prospective families to ask questions, obtain additional information and tour the facility. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school presents significant planning and effort to engage families in the school's operations.</p> <ul style="list-style-type: none"> The school describes its plan for engaging and empowering parents in the school's ongoing operations. It describes the current level of parent engagement in the school, supported by data. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> The school presents significant planning and effort to engage prospective community members in the school's operations. The school describes its plan for engaging and empowering community members in the school's ongoing operations. The school explains its plan for attracting, recruiting and retaining the involvement of members of the community. It describes the current level of community engagement in the school, supported by data. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviewer Comments:			

SECTION J: BUSINESS CAPACITY AND FACILITIES – No Rating

SECTION K: COMPETITIVE PREFERENCE PRIORITIES – No Rating



GREAT SCHOOLS COLORADO (GSC) CSP SUBGRANT

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 policy enables educationally disadvantaged to have two chances in the lottery whereas non educationally disadvantaged 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 grantee to adhere to Federal CSP statute and nonregulatory guidance for CSP funded schools.

Federal Law	CSP Nonregulatory Guidance
<p>ESSA 4303 (c)(3) RULE OF CONSTRUCTION. — (A)USE OF LOTTERY. —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>E-3. Are weighted lotteries permissible? 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. Third, 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>E-4. May a charter school exempt certain categories of applicants from the lottery and admit them automatically? Specifically, 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).

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

4310(H) is a school to which parents choose to send their children, and that --

- (i.) admits students on the basis of 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 on the basis of a lottery as described in clause (i);

As part of the lottery process, those students that 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 in that lottery all eligible applicants for admission. A charter school may exempt from the lottery only those students who are 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 certain categories of applicants from their lottery within their 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 eligible criteria for students of teachers and staff (full- or part-time, years of employment, etc.) in its enrollment policy.

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

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; in order to meet this goal, charter schools should consider additional recruitment efforts toward groups that might otherwise have limited opportunities to participate in the charter school's programs.

Charter schools should reach out broadly to the community, including to English language learners and students with disabilities. Once a student has been admitted to the charter school through an appropriate process, he or she may remain in attendance through subsequent grades. 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 Lotteries

Weighted Lottery Approval Process

Weighted lottery proposals should be included within the lottery and enrollment policy submitted by the school as directed at time of application (e.g., eligibility process, submission of full application, etc.), during final approval screening, and/or during their subsequent GSC grant application if already a subgrantee, where they will be subject to review and approval based on alignment to this policy and applicable federal CSP nonregulatory guidance, statute, and regulation.

Before any potential GSC grant funds can be released, the school must demonstrate a signed and executed charter contract that includes the approved lottery and enrollment policy, and any subsequent amendment to the policy will require approval by the League and potentially by their authorizer.

If a GSC grant recipient chooses to subsequently add a weighted lottery, they must submit a formal request to the League along with the proposed policy to the League for review and pre-approval before being implemented.

Preschool and Kindergarten Enrollment

Conducting a lottery for preschool slots that guarantees enrollment into kindergarten is acceptable. A charter school may conduct a lottery for kindergarten slots in an earlier year (e.g., when students are ready to enroll in the preschool). See the [January 2014 CSP Nonregulatory Guidance](#) for more detailed parameters on how to set up this type of lottery system and still meet GSC grant eligibility.

Enrollment Policy

The following elements must be addressed in the charter school's enrollment policy/report that will be submitted as an attachment to the grant application. If awarded, the school's enrollment policy MUST be submitted annually for the duration of the grant regardless of if 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's definition of founding member 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
- Proposed weights to be used for educationally disadvantaged groups

Applicants must have a policy or plan targeting all segments of the parent community when recruiting students and must recruit in a manner that does not discriminate against students of a particular race (including hair texture, hair type or hairstyle), creed, color, national origin (including English language learners), religion, ancestry, sex, 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 grant, a charter school's admissions practices must comply with applicable Federal and State laws. Exemptions from the lottery specified above are permissible only to the extent that they are consistent with the State's charter school law, other applicable State laws, the school's charter contract, and any applicable title VI desegregation plans or court orders. A charter school's admissions practices must also comply with part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to, title VI of the Civil Rights Act of 1964; section 504 of the Rehabilitation Act of 1973; and title II of the Americans with Disabilities Act of 1990, as applicable.

Definitions for Lottery

Educationally Disadvantaged Students: Under federal law (ESEA 1115(c)(2)), this includes children who are economically disadvantaged, children with disabilities, migrant children, English Learners, neglected or delinquent students, homeless students, and students who are in foster care.

Children with Disabilities: A child with a disability means a child evaluated in accordance with §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, an 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 Children / 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 3 full academic years. ESEA § 3201. ø20 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. ø20 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 with respect to 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 and 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 § 1355.20 Definitions.