



# Great Schools Colorado Funding Opportunity

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

Request for Application (RFA) for 2024-2025

CFDA Number: 84.282A

IMPORTANT DATES	
RFA Informational Conference Call	8:30-9:30 a.m. (MST) Friday, April 11, 2025
Grant Competition Launch/Release of Request for Application (RFA)	9:30 a.m. on Friday, April 11, 2025
Full Application Submission	5:00 p.m. (MST) Monday, May 12, 2025
Application and Resource Materials	<a href="https://greatschoolscolorado.org/">https://greatschoolscolorado.org/</a>

CONTACT INFORMATION	
For Grant Program Support	Email: <a href="mailto:greatschools@colordoleague.org">greatschools@colordoleague.org</a>
For Grant Administrator Support	Email: <a href="mailto:gsscsupport@colordoleague.org">gsscsupport@colordoleague.org</a>

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

***Applications for the Great Schools Colorado (GSC) Charter Schools Program (CSP) Grant must be submitted through Foundant, an online grant management system. A link to this platform will be shared once your Letter of Intent and/or Eligibility Form is received.***

*Submission of application materials either in hard copy or via e-mail will not be accepted.*

## BACKGROUND & PURPOSE

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

In June of 2024, the Colorado League of Charter Schools (League) applied for this competitive CSP grant and was awarded a 5-year \$68,146,405 grant in October of 2024 to carry out the following objectives:

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

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

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

## FUNDING PRIORITIES

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

## Absolute Priority: Best Practices for Charter School Authorizers

In accordance with 34 CFR 75.105(c)(3), the League is committed to ensuring that all authorized public chartering agencies in the state implement best practices in charter school authorizing, including robust oversight, transparency, and accountability mechanisms.

## Competitive Preference Priorities

The **CSP State Entity Grant** included five competitive preference priorities, allowing applicants to address the following priorities:

- Diverse Charter Authorizing Options
- Equitable Financing for Charter Schools
- Leveraging Charter School Best Practices to Support Struggling Schools and LEAs
- Charter School Facilities Support
- Serving At-Risk Students

The League also expressed interest in fostering collaborations between charter schools and traditional public schools or districts to enhance **educational opportunities** for students and families. Proposed collaborative activities may include:

- Shared instructional resources and academic programs
- Joint professional development for educators
- Innovative policies to create safe and inclusive learning environments
- Transparent enrollment and retention practices
- Specialized supports for students with disabilities and English learners

By aligning with these priorities, The League seeks to maximize the impact of CSP funding, ensuring that charter schools operate effectively, equitably, and in partnership with public education systems to serve all students.

## Size & Duration of Subgrants

Awarded subgrants of up to \$2,000,000 will be funded over the planning and implementation years for eligible allocable startup activities according to the budget included in the application. Funds will be obligated fully for the first and second years of the multi-year in the initial year of the grant, with spending goals based on the three-year budget included in the application and review by the Great Schools Colorado-CSP Grant Team. Yearly monitoring ensures that the sub-grantee is making progress on spending and goals. Please note, no subgrant can be for more than 60 months (or less than the timeline specified in the application).

In 2025, the League will award the first year's number of subgrants comprised new charter schools and high-quality expanding or replicating charter school projects.

Fiscal Year 2025 [Grant Year 1]		Fiscal Year 2026 [Grant Year 2]		Fiscal Year 2027 [Grant Year 3]		Fiscal Year 2028 [Grant Year 4]		Fiscal Year 2029 [Grant Year 5]	
New:	3	New:	3	New:	3	New:	3	New:	2
Expansion:	1	Expansion:	1	Expansion:	2	Expansion:	1	Expansion:	1
Replication:	1	Replication:	2	Replication:	2	Replication:	3	Replication:	2
TOTAL: 5		TOTAL: 6		TOTAL: 7		TOTAL: 7		TOTAL: 5	

## USE OF FUNDS

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

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

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, through paying costs associated with—
  - a. 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), subgrant recipients may use GSP CSP grant 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 E. Minor Facility Repairs for more information.*

**Note:** GSP CSP grant funds are not allowed to be used for the following purposes:

- recurring costs for which per-pupil revenue (PPR) should be utilized
- before and after school programs
- salary and benefits for staff once the school has opened
- major capital costs
- food costs for staff, students, or parents
- promotional/novelty items for advertising, events, or recruiting
- student travel costs
- continuing educational credits for professional development coursework
- professional memberships
- financial audit fees
- grant oversight expenses
- business consultants beyond first year of 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 [Subgrant Budget Instructions](#) section of this document which serves as a resource companion for the Great Schools Colorado grant project.

## ELIGIBLE APPLICANTS

Eligible applicants must meet the federal definition of a charter school. Both charter schools and authorizers must be public entities in accordance with the federal definition of a public charter school in the Elementary and Secondary Education Act [ESSA SEC. 4310(2)] to be eligible for sub-grant funds under the CSP. Eligible applicants must also meet the definition of a “developer” in ESEA § 4310(5). **Virtual charter schools and home schools are not eligible to apply.**

All applicants for the CSP Grant must have an executed charter with an authorizer, must be no more than 18 months from opening as of the due date of the subgrant award, and must provide notification to the authorizer, that they are applying for a subgrant. Charter schools applying for a subgrant may not have already begun their activities or be more than 18 months prior to their activities commencing. The use of planning period funds is limited to 18 months. Furthermore, grant activities may not extend beyond the second year of implementation.

## Definitions

The following definitions are from [Every Student Succeeds Act SEC. 4310](#)

- (1) AUTHORIZED PUBLIC CHARTERING AGENCY.—The term “authorized public chartering agency” means a State educational agency, local educational agency, or other public entity that has the authority pursuant to State law and approved by the Secretary to authorize or approve a charter school.
- (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 on the basis of 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.

(3) CHARTER MANAGEMENT ORGANIZATION - The term “charter management organization” means a nonprofit organization that operates or manages a network of charter schools linked by centralized support, operations, and oversight.

(4) CHARTER SUPPORT ORGANIZATION - The term “charter school support organization” means a nonprofit, nongovernmental entity that is not an authorized public chartering agency and provides, on a statewide basis— (A) assistance to developers during the planning, program design, and initial implementation of a charter school; and (B) technical assistance to operating charter schools.

(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.

(6) ELIGIBLE APPLICANT.—The term “eligible applicant” means a developer that has—

(A) applied to an authorized public chartering authority to operate a charter school; and

(B) provided adequate and timely notice to that authority.

(7) EXPAND. —The term “expand” when used with respect to a high-quality charter school, means to significantly increase enrollment by at minimum of twenty-five percent for a specific grade level(s), a minimum of twenty-five percent schoolwide, or add one or more grades to the high-quality charter school.

(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.

(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.

## Expanding or Replicating Schools

Schools applying for subgrants for expansion or replication must meet the ESSA SEC. 4310 (7-9). Eligible applicants for expansion or replication subgrants, must meet the definition of a high-quality charter school. Schools must provide evidence including:

1. All available student achievement data disaggregated by race, gender, and special population for the past 3 years, or all years of operation if less than 3 years.
2. Information on graduation rates for all students and disaggregated for subgroups of students (for high schools only).
3. An annual audit of financial accounts for the past 5 years, or all years of operation if less than 5 years.
4. Most recent Colorado School Performance Framework report.
5. Information on any previous CSP subgrants in the past 5 years from any grantor.
6. Has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance.
7. If the applicant received a CSP grant previously, the applicant must indicate so in the Applicant Assurances and provide a copy of the final grant/subgrant report. The applicant must also provide evidence that the previous CSP grant/subgrant received is not for the same activities for which GSC CSP funding is being sought (e.g. could be evidenced by grant/subgrant narrative, interim / final grant/subgrant reports etc.).

All evidence will be evaluated by the Colorado League of Charter Schools staff to determine if the school meets the definition of high-quality which demonstrates 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. Schools that do not meet this definition are not eligible for subgrant funding.

## Additional Subgrants

Applicants cannot receive more than one CSP funded grant for a 5-year period, unless the applicant demonstrates that the charter school has at least 3-years of improved educational results for students enrolled in the charter school with respect to the elements described in subparagraphs (A) and (D) of section [.4310\(8\)](#) definition of a high quality charter school below. Expansion and replication grants cannot be for the same activities funded under a previous CSP grant; the League will review information on previous subgrants to ensure activities are eligible.

## Authorizer Accountability

### Dissemination

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

1. Information on the educational program.
2. Student support services.
3. Parent contract requirements (as applicable), including any financial obligations or fees.
4. Enrollment criteria (as applicable); and

5. Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

## GRANT TIMELINE

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The application and review timeline are as follows:

Timeframe	Action
April 11	<ul style="list-style-type: none"> <li>• RFA Released and Application Period Opens</li> <li>• Grant Informational Conference Call</li> <li>• Applicants complete optional Eligibility Quiz and Letter of Intent Forms in online portal</li> <li>• Open Call for Peer Reviewers</li> </ul>
April 11- May 12	<ul style="list-style-type: none"> <li>• Application Period</li> </ul>
April-May	<ul style="list-style-type: none"> <li>• Peer Reviewers Selected</li> <li>• Prospect Cohort Meeting and/or Q&amp;A Webinar(s)</li> <li>• Peer Reviewers Trained</li> </ul>
April	<ul style="list-style-type: none"> <li>• Application Period Closes</li> </ul>
May	<ul style="list-style-type: none"> <li>• Phase 1 Review by Grant Team (e.g., Eligibility Screening)</li> <li>• Phase 2 Review by Peer Reviewers (e.g., Capacity Interview)</li> <li>• Award Finalization</li> </ul>
June 2-6	<ul style="list-style-type: none"> <li>• Notice of Awards (provisional)</li> </ul>
June	<ul style="list-style-type: none"> <li>• Individual Meetings with Grant Manager</li> <li>• Budget Trainings</li> <li>• Risk management reviews</li> </ul>
Quarterly	<ul style="list-style-type: none"> <li>• Sub-grantees may submit updated budgets for review by Grant Manager</li> </ul>
Monthly	<ul style="list-style-type: none"> <li>• Subgrantees may submit reimbursements for activities in their approved budget</li> </ul>

## APPLICATION PROCESS

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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. All portions of the applications will be entered or uploaded into the League's online grant management system, Foundant.

### 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 an overall application 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 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 GLM’s tracking capabilities to oversee approved budgets and expenses, ensuring proper financial management and accountability.

The GSC CSP subgrant application process consists of several stages. Please review the stages below:

*Letter of Intent / Eligibility Quiz*

The Letter of Intent (LOI) / Eligibility Quiz is essentially an eligibility checklist to ensure interested applicants meet federal and state requirements for participation in the subgrant competition. It is structured as a comprehensive checklist that acts as an indicator for your school’s readiness to apply for grant funding.

*Please note, the Eligibility Quiz **WILL NOT** disqualify any applicant from applying for GSC CSP funding. The sole purpose of this step is to help assess an applicant’s readiness. Final determinations of eligibility will be determined by League staff.* Letters of Intent helps the League plan for the number of peer reviewers needed.

See Foundant to see the questions included within the LOI/Eligibility Quiz.

## REQUEST FOR APPLICATIONS (RFA)

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Eligible applicants will be able to access the RFA Subgrant Application Portal beginning Friday, April 11, 2025. The deadline to submit applications is Monday, March 12, 2025. All RFA GSC CSP Subgrant applications and accompanying documents must be submitted through the online grant management system, Foundant system.

- Applicant Profile / Letter of Intent / Eligibility Quiz
- Executive Summary
- Appendix B (Part 2): Financial Risk Assessment is a self-risk assessment completed at the time of application. See Monitoring section below for more information.
- Application and Selection Criteria Rubric outlines both the Application and Budget questions and Selection Criteria Rubric for scoring applications. Candidates are encouraged to use the rubric as a guide to structuring the RFA project application narrative.
- List of Documents Required with RFA lists the required accompanying documents for each application. These documents are intended to support the project narrative; additional documents may be included as a supplement to support the application.

The RFA Program Narrative and accompanying documents will be input into the grant management system. We recommend you first complete your application as a word document before inputting the text into each section of the application. The Program Narrative should be the equivalent of a double spaced, with one-inch margins, and size 12 Arial font. Applicants should be succinct and thorough in their responses; narrative should not exceed 40 pages.

Applications must be completed in the grant management system by 5:00 p.m. Mountain Standard Time on Monday, May 12, 2025. Applicants are encouraged to submit the application well in advance of the deadline to avoid any technical issues or unforeseen delays. The League will host technical assistance workshops and office hours to support applicants through the process. Applications received after the deadline will not be considered.

## REVIEW PROCESS

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The League's Grant Team will use a 3-member external peer review team to study, review, analyze and grade all subgrant applications.

The Great Schools Colorado (GSC) grant review process consists of five key phases:

1. **Publicization** – The League promotes the availability of GSC funding through databases, social media, email outreach, and partnerships with educational organizations. Information is shared via webinars, conferences, and online platforms to ensure broad awareness.
2. **Pre-Award Trainings** – The League conducts webinars and office hours to guide applicants through the process, covering eligibility, application requirements, budget planning, and compliance expectations. Trainings emphasize strategic use of funds and best practices for sustainability.
3. **Subgrant Application Process** – Eligible applicants submit proposals addressing project goals, budget plans, and student impact. The League evaluates applications based on federal and state

criteria, including academic performance and financial sustainability. A Capacity Interview allows applicants to clarify responses.

4. **Peer Review** – A diverse panel of trained reviewers evaluates applications using a standardized rubric. Reviews involve scoring, discussions, and calibrations to ensure fairness. Final scores determine applicant rankings, with funded applications publicly disclosed.
5. **Award Finalization** – The League conducts a management review to assess budget feasibility, risk factors, and monitoring requirements. Final awards are based on available funding, with top-ranked proposals prioritized. A Post-Award Webinar ensures grantees understand reporting and compliance obligations.

In addition to the criteria in the evaluation rubric, the League's Grant Team will review applications for completeness, adherence to requirements, budgetary restrictions, eligibility, and compliance with formatting requirements. This review will determine whether the application is compliant with the Education Department's General Administrative Regulations (EDGAR) and the substantive requirements of the CSP Grant.

## AWARD PROCESS

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Following the evaluation of each subgrant, Subgrant Award Letters will be sent to successful applicants and their sponsors. The Award Letter will stipulate any information required before final approval will be granted. Additional *required information* must be submitted within 30 days of the date of the Grant Award Letter. After the subgrantee is awarded, the League's grant team will begin reviewing the budget based on the new subgrantee risk assessment protocol as well as to ensure that each line item is allocable and allowable. Budgets assessed as risky or with line items that are not allowable/allocable will be sent back to correction before they are approved. Budgets must be approved before schools may start requesting any funds. Schools may revise their budgets during the specified budget revision periods as conditions change, the evaluation process is the same each time.

Successful subgrantees will be required to participate in a CSP-related Post-Award Webinar. The date for this webinar will be communication in the award notifications affirming award and posted on the Great Schools Colorado website.

The grant manager will be assigned to subgrant awardees. The grant manager will subsequently provide the necessary fiscal documents and instructions on the reimbursement process for the grant. Funds must not be spent or encumbered until the grant has received Final Approval.

The CSP grant is a reimbursable grant. Schools must spend funds according to the approved budget and plan. Upon approval of the budget all schools will be required to submit receipts for all purchases and services needing reimbursement monthly. Once reimbursements are approved, the subgrantee will receive payment using one of the following scenarios:

- Funds sent directly to the subgrantee via ACH
- Funds sent to CSI or a state authorized fiscal agent and distributed to school according to grant requirements
- Funds sent to LEA for distribution to the school according to grant requirements

Each subgrantee must communicate in their RFA which method of reimbursement will be used for receiving funds. If the subgrantee needs to change the preference, the subgrantee must submit the request in writing to the League 30-days prior to the change. No change will be made until the League staff has approved the request.



## REPORTING AND MONITORING ACTIVITIES

Under all federal programs, it is required to assess subgrantees and their applications to identify potential fiscal and programmatic risks, which may result in increased reporting, monitoring, additional technical assistance, corrective action and/or grant suspension or termination.

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

Monitoring includes desktop monitoring and site visits. The League will provide technical assistance in areas of concern. Recipient participation in Technical Assistance activities for the GSC CSP Subgrant is an inherent expectation and required in return for funding.

### Timeline of Monitoring Activities

Activity	Timing / Description
Monitor Training	New monitors are trained contemporaneous with each RFA cycle.
Eligibility Screens	During each RFA cycle, prospective applicants must demonstrate eligibility prior to being invited to submit an application for funding.
Preliminary Risk Assessments	Based on a self-risk assessment submitted with the subgrant application and Peer Reviewer feedback, school-specific areas for additional monitoring are identified to mitigate risk throughout the subgrant period.
Pre-Award Verifications	After applications are reviewed but before awards are finalized, GSC administrators verify that budgets, project goals, charter contracts, and management contracts are compliant with CSP requirements.
Fiscal and Enrollment Desk Reviews	On a monthly basis, GSC administrators review reimbursement packets and assess the permissibility of proposed drawdowns.
Programmatic Desk Reviews	At the close of each subgrant budget period, GSC administrators monitor compliance with the federal definition of a charter school, board oversight, enrollment policies, open meetings and open records policies, <sup>62</sup> academic performance, internal controls, and other required programmatic elements.
On-Site Monitoring Visits	On-site monitoring will occur during Implementation Years 1 and 2.
Risk Mitigation	As needed, and on an ongoing basis, subgrantees may be required to complete technical assistance, fulfill corrective action plans, or be subjected to more frequent desktop or on-site monitoring.
Formal Reporting	Annual Performance/Financial Reports will be submitted during each project year, and a Final Performance Report will be due within 90 days of the conclusion of a subgrantee's project period.
Communication	Monitoring findings will be shared annually with each subgrantee's authorizer and will be posted on CLCS and subgrantee websites

Eligibility Screens / Preliminary Risk Assessment. As detailed in Section B, CLCS will conduct an eligibility screen during each RFA cycle to ensure applicants meet the federal definition of a charter school and satisfy both the federal and state definitions of "high-quality." CLCS will also verify that expansion and continuation applicants are not seeking funding for activities that have already been supported with prior CSP awards. CLCS will conduct a preliminary risk assessment based on an applicant's self-assessment and peer reviewer

feedback. The self-assessment will consider past and current performance for the applicant and any affiliated management organization. Specific monitoring, corrective action, or TA requirements based on these assessments will be built into subgrantees' award agreements.

Pre-Award Verifications. GSC administrators will thoroughly review and approve each subgrant budget prior to release of funds to determine whether proposed purchases are eligible for reimbursement under ESSA, the Code of Federal Regulations, and Department of Education guidance. Team members will also review authorizer performance contracts and documentation related to affiliation (if applicable) with a management organization.

Fiscal and Enrollment Desk Reviews. Monitors will review reimbursement materials monthly. Such reviews will encompass enrollment verifications (to determine the reasonableness and necessity of supplies and technology purchased with CSP funds), payroll records (including paystubs and time-and-effort sheets), procurement documentation (including invoices, proof of payment, and evidence that contractors have not been suspended or debarred), and certification statements attesting to the accuracy and completeness of all documentation.

Programmatic Desk Reviews. On an annual basis, GSC monitors will collect and review documentation including policies (e.g., conflict of interest, school closure, disposition of assets, admissions, purchasing/procurement, document retention, open records/open meetings, and student discipline, among others), website materials (including authorizer reports, board meeting minutes, and enrollment criteria), and disaggregated performance and enrollment data.

Inadequate documentation may lead to the imposition of corrective action plans that must be completed within prescribed timelines. To the extent that assessment data reveal students (particularly students with disabilities, ELL students, and low-income students) to be falling short of their proficiency or growth targets, CLCS will work with subgrantees to consider how remaining funds might be reallocated to better support the educational needs of their students.

On-Site Monitoring Visits. Subgrantees will host GSC monitors for two site visits during Implementation Years 1 and 2. These visits will focus on execution of the grant project and will include observations, interviews, document review, and an inventory check. Interim site visits may be required based on the severity and persistence of monitoring findings.

Risk Mitigation. Pursuant to 2 CFR § 200.332(b), pass-through entities must “evaluate each subrecipient's risk of noncompliance with Federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subrecipient monitoring.” Evidence of risk includes noncompliance with the terms of a grant award, projected enrollment not being met, TA requirements not being completed, funds not being spent in a timely fashion, and reporting not being submitted. Risk will also be evaluated within areas relevant to school sustainability such as academic and operational performance, governance, and finances. Elevated risk levels will result in increased reporting, monitoring, additional TA, corrective action, award reduction, and/or grant suspension or termination. Subgrantees that demonstrate significant concerns must schedule monthly check-ins until issues have been resolved.

Formal Reporting. Subgrantees will submit Annual Performance/Financial Reports that include detailed information about grant project goals (including those related to academic outcomes for educationally disadvantaged students), actual expenditures, progress toward post- grant financial and programmatic sustainability, and promising practices that might merit broader dissemination. Final Performance Reports are due within 90 days of the end of the subgrant period and require final reporting of expenditures and an EDGAR-compliant asset inventory.



Communication. Because Colorado’s charter school context permits authorizers to require their authorized charter schools utilize them as fiscal agents for federal CSP projects, effective monitoring necessitates effective communication not just with subgrantees but also with their authorizers (whether CSI or a local board of education). Experience has taught us that sharing data with authorizers improves monitoring efficiency and reduces demand on schools. Accordingly, CLCS will share copies of all monitoring findings and reports with a subgrantee’s authorizer and will seek to ensure all parties remain apprised of expectations related to providing reimbursements, progress toward grant goals, and educational outcomes. In keeping with the requirements of the 2022 NFP, CLCS will require that subgrantees post monitoring findings and corrective action plans on their websites and will similarly post such information on its own site.

The Colorado League of Charter Schools follows 2 CFR §200.332(d) to ensure GSC subgrants are used appropriately, comply with federal regulations, and achieve performance goals. The monitoring process consists of six key objectives, including risk mitigation, compliance verification, expenditure oversight, project assessment, trend identification, and transparent communication.

## Corrective Action

When there are monitoring finds, the League will work with the subgrantee to develop and share a corrective action plan that addresses and corrects each finding. The League will then meet with the subgrantee on a regular basis to review and update the plan as the subgrantee provides evidence.

### Monitoring Phases:

- 1) **Publicization** – The League promotes funding opportunities through various channels, including databases, social media, email lists, and partnerships with key stakeholders.
- 2) **Pre-Award Trainings** – Prospective subgrantees receive training on eligibility, budgeting, compliance, and strategic fund use.
- 3) **Subgrant Application Process** – The League screens applicants for eligibility, ensuring compliance with federal high-quality school standards, and invites them to submit a Request for Applications (RFA).
- 4) **Peer Review** – Applications undergo a structured review by trained evaluators, using a standardized rubric and calibration exercises to ensure consistency.
- 5) **Award Finalization** – The League administrators conduct a management review, finalize budgets, assess risks, and determine award conditions before funding is granted.

## SUBMISSION PROCESS, REQUIRED ELEMENTS, AND TECHNICAL ASSISTANCE

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### Submission Process

Completed applications (including all required elements outlined below) must be submitted through the Foundant system by 5:00 PM (MT) on Monday, May 12, 2025.

Within the online application, applicants will complete Part I with their applicant information and upload attachments as described in the Required Elements section below.

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

Application materials and budget worksheet are available for download on the League's Great Schools Colorado webpage. We suggest that you plan to submit your application several days before the deadline to allow leeway for any technical issues.

### REQUIRED ELEMENTS

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Each applicant must sufficiently demonstrate that the proposal will result in a quality educational program. Special focus will be placed on the applicant's soundness of planning and the ability to link the specific activities described in the grant project goals to the charter school's educational vision and enhanced levels of student academic achievement as measured by the Colorado state assessment system.

The GSC grant application is structured to serve as a school's business plan; therefore, schools should ensure that all the required elements accurately reflect the unique attributes of their school. Any application that has been plagiarized in whole or in part or lacking in uniqueness/innovation may be denied. Replicating schools need to ensure that this application is unique and are encouraged to pay special attention to justifying the need in the community and the level of buy-in from the community to which it is replicating.

The format outlined below must be followed to assure consistent application of the evaluation criteria. See evaluation rubric for specific selection and evaluation criteria needed in Part II, sections A-J.

#### **Required Application Components include:**

- 1) Profile and Cover Sheet, Letter of Intent/Eligibility Quiz,
- 2) Compliance Checklist of Certifications and Assurances,
- 3) Completion of the Subgrant Application in Foundant, and
- 4) Submission of Required Attachments and Supporting Documentation as listed below.

The Subgrant Application is intended as a reference document for instructions and subgrant application planning purposes. Applications for the Colorado League of Charter Schools GSC-CSP subgrant must be submitted through Foundant, the League's online grant management system. Submission of application materials either in hard copy or via e-mail will not be accepted.

# Great Schools Colorado Charter Schools Program Grant

## Applicant Profile / Letter of Intent

### 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 in the online application in the event your work is not saved.*

<b>Applicant Charter School Information</b>			
<b>School Name</b>			
<b>Region (Please indicate the region of Colorado his program will directly impact).</b>			
<input type="checkbox"/> Metro	<input type="checkbox"/> Pikes Peak	<input type="checkbox"/> North Central	<input type="checkbox"/> Northwest
<input type="checkbox"/> West Central	<input type="checkbox"/> Southwest	<input type="checkbox"/> Southeast	<input type="checkbox"/> Northeast
<b>School Model (Identify the categories the school specializes in by checking all that apply).</b>			
<input type="checkbox"/> Alternative Education Campus/Credit Recovery	<input type="checkbox"/> Core Knowledge	<input type="checkbox"/> Online Format Only	
<input type="checkbox"/> Arts/Performing Arts	<input type="checkbox"/> Direct Instruction	<input type="checkbox"/> Montessori	
<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: _____	

Authorizing Local Education Agency (LEA) Information			
LEA Name:		LEA Code:	
Mailing Address:			
Unique Entity ID (UEI) (formerly DUNS):		UEI Expiration Date:	
Authorizer Superintendent/Executive Director			
Name:		Email:	
LEA Authorized Representative (Charter School Contact)			
Name:		Title:	
Telephone:		Email:	
LEA Authorized Representative (Fiscal Manager)			
Name:		Title:	
Telephone:		Email:	

Funding Amount Requested (Use NA for years and funding categories not applicable)			
Grant Year:	Operational Grant Year	GSC School Award Amount Requested	Focused Programming Amount Requested
	Planning Year 0		
	Implementation 1		
	Implementation 2		
	Implementation 3		
Total Funding Sought: (Combined Amount of all categories of funding covered in this application)			
Required Information			
Year School Started/will start:			
Year Charter Contract will expire:			
Grade Levels approved in Charter Contract (e.g. PK-2, K-5, K-8, 1-5, 6-8, 9-12, etc.)			
Percentage of students qualifying for Free or Reduced -Priced Meals			
Percentage of students with Individualized Education Program:			
Percentage of students qualifying for English Language services ( <i>For Expansion Applicants Only</i> ):			

<b>Federal Program Funds</b> <i>(Identify other federal funding the schools receives or intends to apply for by checking all that apply)</i>		
<input type="checkbox"/> <b>Title I, Part A: Improving Basic Programs Operated by State and Local Education Agencies</b>	<input type="checkbox"/> <b>Title III: Language Instruction for English Learners and Immigrant Students</b>	<input type="checkbox"/> <b>Title V: Part B: Rural Education Initiative</b>
<input type="checkbox"/> <b>Title II, Part A: Preparing, Training, and Recruiting, High-Quality Teachers, Principals, or Other School Leaders</b>	<input type="checkbox"/> <b>Title IV: Part A: Student Support and Academic Enrichment Grants</b>	<input type="checkbox"/> <b>School Lunch Program, Free and Reduced Priced Meals</b>
<input type="checkbox"/> <b>Other (specify):</b>		

## Program Assurances Form

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 (GSC) Charter Schools Program (CSP) grant application, and if funded, their agreement to carry out the activities presented in this application and the corresponding "Funding Opportunity" document upon award, and the receipt of program funds.

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 \_\_\_\_\_ (date) \_\_\_\_\_, 2025, the Board of \_\_\_\_\_ (charter school)

hereby applies for and, if awarded, accepts the federal program funds requested in this application. In consideration of the receipt of these grant funds, 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 (including hair texture, hair type or hairstyle), creed, gender, sexual orientation, religion, ancestry, national origin, color, disability, or age.
- \_\_\_ 4) Recipient school agrees to notify the League within two business days upon any transition of administrator, leadership, or board member(s) at the school, and provide written notification from the governing board of any change in the school's 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 the League website 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 2015 Notice of Final Priorities, Requirements, Definitions, and Selection Criteria for the Charter Schools Program Grants to State Educational Agencies (80 FR 34201), New Flexibilities under the Every Student Succeeds Act Frequently Asked Questions (December 2017), and the Charter Schools Program Nonregulatory Guidance (January 2014 or subsequent version), which includes specifications on use and structure of a lottery for enrollment if the charter school is oversubscribed, as well as guidelines on eligibility, allowable use of 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 monitoring 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 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 authorizer shall provide the League with a written account of expenditures no later than November 30 following each grant year, utilizing the AFR.
- \_\_\_ 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 sub-grantee 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 GSC MONITORING visit within the multi-year grant cycle by THE LEAGUE 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 October 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 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 [Participation, Evaluation, and Reporting](#) section of the (GSC) grant "Funding Opportunity" request for applicants, including participation in THE LEAGUE's annual evaluations, studies and surveys and submission of APRs, final 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 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 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 THE LEAGUE. THE LEAGUE may terminate a grant award upon 30 days' notice if it is deemed by THE LEAGUE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

## GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the League before modifications are made to the expenditures. Please contact the designated THE LEAGUE Grants Fiscal Manager (Email:[dmohr@coloradoleague.org](mailto:dmohr@coloradoleague.org)) and the GSC Grant Team (Email:[greatschoolscolorado@coloradoleague.org](mailto:greatschoolscolorado@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

## APPLICATION CERTIFICATION

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

I do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and 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.

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Name of Charter School Board President

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Signature

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Name of Charter School Authorized Representative  
(Grant Contact)

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Signature

## APPLICATION FORMAT

The total narrative (Sections A to J) of the application cannot exceed 35 pages (40 pages for Expansion or Replication applicants). Please refer to the section below for the required elements of the application.

**Note:** Approved attachments are not subject to this page limit. Applications that exceed 35 pages (40 pages for Expansion or Replication applicants) will not be reviewed. If you need any clarification at all about what the page limit will or will not include, reach out to the application contacts prior to submitting.

- All narrative response pages must be standard letter size, 8-1/2" x 11", using no smaller than 11-point font, single-spaced, with 1-inch margins, and numbered pages.
- The narrative must address, in sequence, each section A to J, and attachments must be included in the order outlined below. State each part, section number, and title in bold.
- The Program Assurances and Financial Risk Assessment Forms must include signatures from the charter school representatives. If the grant application is approved, funding will not be awarded until required signatures are in place.
- The League will accept scanned copies of the Program Assurances and Financial Risk Assessment Forms or digital signatures collected via Adobe Sign, DocuSign, or other comparable technology used to certify signatures from an applicant who faces obstacles in obtaining in-person sign-off.
- Do not use a table of contents page or divider pages.
- Do not attach curriculum, invoices, or any other document not specifically required as an attachment. References or Footnotes are not required and will not be scored. If they are included, please include them in the appendices.

## Subgrant Application

### PART I. Applicant Cover Sheet (Enter in Foundant)

### PART II. Project Narrative (with responses to all program elements listed below)

#### A) Executive Summary (2-page limit)

The Executive Summary succinctly describes the mission and vision of the proposed charter school, the needs of the community, and how the mission and vision address the needs of the community. The Executive Summary should list Subgrant Project Goals and briefly explain how each supports the vision. Additional detail on Goals and Objectives is provided in #2. For expansion and replication projects, show how the school meets the definition of a high-quality charter school, including school-based data, and state assessment data, to the extent that it is available.

#### B) Subgrant Project Goals and Objectives

Identify three to five Subgrant Project Goals and related Objectives and explain how each supports the planning and/or implementation activities of the proposed, replicated, or expanded charter school. Proposed subgrant expenditures as detailed in the Budget Narrative must fit within one of the Subgrant Project Goals. Each Objective should have clear metrics to measure progress.

At least one Subgrant Objective should address academic progress, and how the school will use interim assessments, alternate metrics, and/or state assessments to measure progress.

Where current data is not available, include and explain the alternate metrics that you are using.

### **C) Project Design (40-page limit)**

This section describes the core academic curriculum and school culture. Include the key components of the educational program and the research base for the choices made. Demonstrate alignment with Colorado Academic Standards. Describe how the education program, including academic and behavioral interventions, meets the diverse needs of the student body.

Describe the instructional approach and methods. Describe how the school will use data and varied strategies to identify student needs, differentiate instruction and interventions, and plan for enrichment and electives. Describe how the charter school implements and supports diverse charter school models, including models that serve rural communities (also see competitive priorities).

Describe the school's approach to discipline and how discipline practices will support keeping students in the classroom to the fullest extent possible. (ESEA § 4303(f)(1)(A)(viii)(II). As applicable, show how the plan for professional development and the use of data will support the school's approach to discipline.

Descriptions of planned activities should relate to project goals and objectives, delineated by the planning versus implementation project phase. Applicants will need to make a connection in the budget and budget narrative for supporting expenditures.

*Note: For applicants that have submitted a charter application, the applicant's complete application to establish a charter school must be submitted with this application as Attachment.*

In the project narrative, the applicant may refer to supplemental information in the completed application to operate a charter school, submitted to or approved by the local board of education. However, the applicant must ensure that the narrative in this subgrant application includes the key points and references the charter application clearly (i.e., section, page number). Ensure that the information in the charter application meets the requirements of the subgrant application. If it does not, this information must be provided in the narrative.

### **D) Enrollment and Lottery**

Describe the plans for marketing, student recruitment, management of the admissions lottery and enrollment practices. Describe how the school will promote the inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students. (ESEA § 4303(f)(1)(A)(viii)(I))

If the school uses or proposes to use a weighted lottery, describe how the weighted lottery will be implemented in accordance with state and federal law. Describe how the weighted lottery will promote the inclusion of all students and ensure the enrollment of students from disadvantaged groups, and representation of all student groups. Describe how the use of a

weighted lottery is within the scope and objectives of your grant application. See Appendix F for additional information on Lottery and Enrollment Requirements.

The procedure for the allowable weighted lottery will be approved, overseen and part of the contract with the authorizer, and ultimately it is the responsibility of the subgrantee to adhere to CSP statute and non-regulatory guidance for CSP funded schools.

Describe how the school will make information publicly available (this should be included on the school's web site) to help parents make an informed choice about seeking enrollment in the charter school. This should include information on the educational program, student support services, parent contract requirements, including fees, enrollment criteria, annual performance and enrollment data. (ESEA § 4303 (f)(2)(G))

### **E) Student Transportation**

Describe the plan for student transportation to and from school, including students who have an Individualized Education Program (IEP). Specify who will provide the service. Provide a clear description of how the school will inform the community about transportation options available, procedures, and deadlines. Project the impact of the availability of transportation on the school's recruitment efforts.

### **F) Educationally Disadvantaged Students**

Describe the plan to meet the needs of educationally disadvantaged students, including students with disabilities, struggling learners, exceptional students, English language learners, students eligible for Free and Reduced-Price Meals (FARMS), and students who are homeless or in foster care.

Include projections for enrollment and how the school will conduct outreach to ensure access for all students. Explain how the design of the educational program, interventions, and other plans will meet the needs of all students. Include identification of students who need additional services and how interventions will be incorporated into the program.

### **G) Professional Development**

Provide a summary of the professional development plan for the Planning and Program Design Period and the Implementation Period. Include an explanation of how staff is included in the planning. Explain the rationale and goals and list the activities that will ensure that the goals are met. Note the budget items that support the professional development plan.

### **H) Governance Plan and Accountability**

Describe the composition of the governing board (a list of board members and their affiliations is also included in the required attachments). Include whether stakeholder groups are represented on the board, such as parents and students. Describe the process for identification of needed expertise, and recruitment for board service, terms for members, and training provided to members of the board. Describe the roles and responsibilities of partner organizations, charter management organizations, including the administrative and contractual roles and responsibilities of such partners. Describe how the board will create



and implement an accountability plan for the charter school. Include how the board will monitor progress and fiscal management, and how progress will be shared with the community. The required attachments include the following Board policies: Procurement and Enrollment, Admission, and Retention.

Describe the quality controls agreed to between the eligible applicant and the authorizing LEA, such as a contract or performance agreement, how a school's performance in the state's accountability system and impact on student achievement (which may include student academic growth) will be one of the most important factors for renewal or revocation of the school's charter, and how the State Entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the management of the school. (ESEA § 4303 (f)(1)(C)(i)(II)). Charter schools in operation should reference the criteria for the most recent renewal. Please note, the attachments also include the charter contract for charter schools in operation.

Describe the autonomy and flexibility granted to the charter school by the authorizing LEA. Does it include a high degree of autonomy over budget and operations, including autonomy over personnel decisions? (ESEA § 4303 (f)(1)(C)(i)(II)).

### **I) Parent and Community Involvement**

Describe how the applicant will solicit and consider input from parents and other members of the community in the implementation and operation of the charter school. (ESEA § 4303(f)(1)(C)(i)(IV)). In addition to families and community member engagement, identify areas where the school has sought or is seeking support from external partners to further the mission and vision of the school. For example, the applicant may seek support from other charter schools, the LEA, academia, the business community, and/or national experts.

Describe planning and activities that demonstrate the charter school's commitment to effective parent, family, and community engagement. For a school in operation, provide evidence of engagement such as parent/school activities and waitlist data for an existing school.

Describe the plan for regular dissemination of information about the school including program and services, state academic performance data, board of directors' members and meeting information, and independent financial audits, through website posting or other means.

### **J) Management Plan and Leadership Team**

The Management section describes how the subgrantee will manage the performance and financial aspects of the subgrant project. The plan should include an overall description of how the subgrant will be managed, including key personnel assigned to measure specific aspects of the subgrant. The management plan includes how performance will be tracked and measured against the Grant Project Goals and Objectives, including a timeline for implementation.



Identify the project's leaders, including qualifications. Include in the Required Attachments a job description for each person playing a key role in the project as described in the management plan (such as executive director, board chair or member, leadership team). If there is a leadership position that has not been filled, please describe the qualifications the applicant will use to evaluate applicants for the unfilled position(s).

Resumes for key personnel and job descriptions for unfilled positions are included in the required attachments.

#### **K) Partners**

Provide a description of the roles and responsibilities of the applicant, partner organizations, and any charter management organization. Describe administrative and contractual roles and responsibilities of such partners, including management fees. (ESEA § 4303 (f)(1)(C)) Explain how any management fee is determined, e.g., as a fixed percentage of the per pupil, based on set services, or other method. If a partner organization has been selected, describe the role of the partner and its contribution to meeting the goals of the project. If the partner has not been selected, describe the qualifications sought and the selection process.

#### **L) Facility**

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

#### **M) Sustainability**

Explain how the charter school will ensure continued quality implementation and maintain financial sustainability after the end of the subgrant period. Include a plan for how the charter school board will sustain institutionalized practices begun during the subgrant period. A one-page pro-forma budget for the charter school at capacity enrollment is included in the required attachments. This shows how the charter school is sustainable once subgrant funding has ended and per pupil revenue has begun. A school in operation proposing an expansion or replication project should provide the operating budget (budget and actual expenditure) for the most recent fiscal year of the school's operation.

#### **N) Student Demand and Community / Local / Family Support**

The developer/school must demonstrate that a Community Needs Analysis has been completed in planning for the new school / expansion / replication. This includes demonstrated presence of community demand, and that the proposed new school / expansion / replication school is in tune with community needs and priorities, and how management intends to engage with parents / families / community to enhance access and equity for at-risk populations.

The following text is from the 2023 Federal Register/ Volume 88, Number 53, Notice Inviting Applications (NIA), Department of Education. These criteria on pages 16602-3 must be fully met:

- A. A description of how the eligible applicant will support the use of effective parent, family, and community engagement strategies to operate each charter school that will receive funds under the State Entity's program (4303(f)); and
- B. A needs analysis and description of the need for the proposed project, including how the proposed project would serve the interests and meet the needs of students and families in the communities the charter school intends to serve. The needs analysis, which may consist of information and documents previously submitted to an authorized public chartering agency to address need, must include, but is not necessarily limited to, the following:
- C. Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections. Such information may include information on waiting lists for the proposed charter school or existing charter schools or traditional public schools, data on access to seats in high- quality public schools in the districts from which the charter school expects to draw students, and family interest in specialized instructional approaches proposed to be implemented at the charter school.
- D. Information on the proposed charter school's projected student enrollment and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.
- E. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located and the school districts from which the students are, or would be, drawn to attend the charter school; a description of how the applicant plans to establish and maintain a racially and socioeconomically diverse student body, including proposed strategies (that are consistent with applicable legal requirements) to recruit, admit, enroll, and retain a diverse student body. An applicant that is unlikely to establish and maintain a racially and socio- economically diverse student body at the proposed charter school because the charter school would be located in a racially or socio- economically segregated or isolated community, or due to the charter school's specific education mission, must describe—
  - i. Why it is unlikely to be able to establish and maintain a racially and socio- economically diverse student body at the proposed charter school;
  - ii. How the anticipated racial and socio-economic makeup of the student body would promote the purposes of the CSP to provide high-quality educational opportunities to all students, which may include a specialized educational program or mission; and
  - iii. The anticipated impact of the proposed charter school on the racial and socio- economic diversity of the public schools and school districts from which students would be drawn to attend the charter school.

(4) A robust family and community engagement plan designed to ensure the active participation of families and the community that includes the following:

(A) How families and the community were, are, or will be engaged in determining the vision and design for the charter school, including specific examples of how families' and the community's input was, is, or is expected to be incorporated into the vision and design for the charter school.

(B) How the charter school will meaningfully engage with both families and the community to create strong and ongoing partnerships.

(C) How the charter school will foster a collaborative culture that involves the families of all students, including underserved students, in ensuring their ongoing input in school decision-making.

(D) How the charter school's recruitment, admissions, enrollment, and retention processes will engage and accommodate families from various backgrounds, including English learners, students with disabilities, and students of color, including by holding enrollment and recruitment events on weekends or during non-standard work hours, making interpreters available, and providing enrollment and recruitment information in widely accessible formats (e.g., hard copy and online in multiple languages; as appropriate, large print or braille for visually impaired individuals) through widely available and transparent means (e.g., online and at community locations).

(E) How the charter school has engaged or will engage families and the community to develop an instructional model to best serve the targeted student population and their families, including students with disabilities and English learners.

(5) How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population (e.g., access to public transportation or other transportation options, the demographics of neighborhoods within walking distance of the school, and transportation plans and costs for students who are not able to walk or use public transportation to access the school).

(6) A description of the steps the applicant has taken or will take to ensure that the proposed charter school

(A) would not hamper, delay, or negatively affect any desegregation efforts in the community in which the charter school would be located and the public-school districts from which students are, or would be, drawn to attend the charter school, including efforts to comply with a court order, statutory obligation, or voluntary efforts to create and maintain desegregated public schools; and

(B) to ensure that the proposed charter school would not otherwise increase racial or socio-economic segregation or isolation in the schools from which the students are, or would be, drawn to attend the charter school. (2022 NFP).

## C. Subgrant Budget and Budget Narrative

The Great Schools Colorado Budget Template is available as a download on our website. Applicants will be required to use the worksheet to calculate the cells, build the grant budget, identify planning vs implementation periods, and provide details that support line-item costs. Applicants will upload the budget narrative directly into the grant management system.

The subgrant budget and narrative must demonstrate that there are sufficient resources to successfully implement the proposed program plan as described in the project narrative. Use the categories listed. Ensure that costs are specific and that calculations (e.g., number of units times the cost per unit) are explained.

The budget should detail the expenditures for each year in the subgrant period, delineated by the planning versus implementation project phase. The combination of the planning period and implementation period cannot exceed 36 months. Regardless of the timing of fund distribution, planning periods for any subgrantee shall not exceed 18 months.

Subgrantees have a high degree of autonomy over their budget and may request to structure their subgrant differently to what is depicted in Table 1 (Potential Size and Structure of Subgrants).

The budget narrative must describe expenditures and how they support the goals and activities described in the narrative to open and prepare for the operation of new charter schools; to open and prepare for the operation of replicated high quality charter schools; or expand high-quality charter schools. (ESEA § 4303 (b)(1)), and include justification for each activity and explain whether related expenses are for planning or implementation phases of the subgrant. All costs described in the project narrative should appear in the budget narrative and must have a corresponding entry in the itemized budget worksheet. The budget narrative must justify any line item expenses that are not obvious from the project narrative and explain how the costs of all line items were estimated.

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

Allowable salaries/benefits are limited to activities that are in the planning period (see Allowable Use of Funds). Time and effort documentation is required for all school personnel compensated with federal funds.

Budgets costs must qualify as being necessary, reasonable, and allowable. As defined in 2 CFR200.404 a cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. In determining reasonableness of a given cost, consideration must be given to whether the cost is of a type generally recognized as

ordinary and necessary for the operation of the non-federal entity or the proper and efficient performance of the federal award, and market prices for comparable goods or services for the geographic area.

## References and Additional Guidance

Additional information and the general principles to be used in determining costs applicable to grants, subgrants, and cost-type contracts under grants and subgrants are specified in the Electronic Code of Federal Regulations (e-CFR), Part 76 – State-Administered Programs, at 2CFR part 200, subpart E—Cost Principles. The League will provide a Program Grant Allowable Cost Guide to help in developing your budget.

The intent of CSP funding is that grant funded expenditures are meant to supplement, not supplant state and local funding and the budget created as part of this application should focus solely on the purpose and goals of the CSP Project.

## D. Competitive Priorities

Describe how the mission, curriculum, and culture are designed to improve outcomes for one or more of the following populations: Students with Disabilities; ELL Students; High-Mobility Students (e.g., foster, homeless, and Alternative Education Campus (AEC)/Credit Recovery students.

Identify the Competitive Priorities addressed and provide evidence that shows the applicant qualifies. Competitive Priorities are optional and, if addressed, may earn additional points. The Competitive Priorities are:

- 1) Creation or expansion of a High School.
- 2) Creation or expansion of Rural Schools.
- 3) Proposing to operate a charter school serving disadvantaged learners.

## Subgrant Evaluation / Selection Criteria Rubric

The following instructions will be provided to the League CSP 2025 Subgrant Reviewers for use in the review and scoring process. Reviewers will read and score each section of the application using the guide below to ensure that requirements are met. These scores will provide an initial ranking of the applications received. CSP 2025 Subgrant Applicants are encouraged to use the guide to ensure a complete submission of their application.

Maximum Points	Completely Addressed	Adequately Addressed	Minimally Addressed	Not Addressed
	Clear, specific, and realistic plan and/or clear and thorough essential elements included	Mostly has a specific and realistic plan	Begins to have specific and realistic plan	Not Included

5	5	3-4	1-2	0
10	7-10	4-6	1-3	0
15	11-15	6-10	1-5	0
20	15-20	8-14	1-7	0
30	21-30	11-20	1-10	0

## II. Project Narrative

### A) Executive Summary

The Executive Summary succinctly describes the mission and vision of the proposed charter school. The executive summary includes the needs of the community and how the mission and vision address the needs of the community. For expansion or replication, the Executive Summary should include how the school meets the definition of high quality.

***Applicants should include the following criteria:***

- An Executive Summary that lists project goals and objectives and briefly explains how they support the vision?
- Clearly defined performance measures
- The number of grade levels and students the project will impact
- The curriculum and approach
- The unique aspects of the program

Points	Range for Assigning Points (0-5)
5	Well Developed
3-4	Adequately Addressed
1-2	Poorly or Minimally Addressed
0	Not Addressed

### B) Community Needs and Project Goals

- Three to five Subgrant Project Goals and explain how each supports the planning and/or implementation of the proposed or expanding charter school.
- At least one Subgrant Objective should address academic achievement as measured by state assessments or interim progress data that identifies areas of need, trends.
- Each Objective should have clear metrics to measure progress.

***Applicants should include the following criteria:***

- Descriptions of the local community support, including information that demonstrates interest in, and need for, the charter school; benefits to the community; and other evidence of demand for the charter school that demonstrates a strong likelihood the charter school will achieve and maintain its enrollment projections.
- Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used.

- c. An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located.
- d. A robust family and community engagement plan designed to ensure the active participation of families and the community.
- e. How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population.
- f. A description of the steps the applicant has taken or will take to ensure that the proposed charter school would not hamper, delay, or negatively affect any desegregation efforts in the community.
- g. Applicants should address how the school will track student progress if state assessment data is missing or incomplete. Applicants may not have access to trend data from state assessments. e.g., A three-year subgrant may include a year of planning, Year 1 of operation with students in K,1,2 and year 2 of operation with students in K,1,2,3. The applicant may describe other data and methods the school will use to measure progress.
- h. Objectives may be process goals that are key to success – e.g., recruitment and training of Board members, professional development sessions. Each should include what evidence of completion will be available.

Points	Range for Assigning Points (0-10)
7-10	Well Developed
4-6	Adequately Addressed
1-3	Poorly or Minimally Addressed
0	Not Addressed

### C) Standards Aligned Curriculum and Research-based Educational Model

- Key components of the educational program and the research base for the choices made
- Alignment with the Colorado Academic Standards
- How the education program, including academic and behavioral interventions, will Meet diverse needs in the student body
- Methods and instructional approach
- How the school will use data and varied strategies to identify student needs, Differentiate instruction and interventions and plan for enrichment and electives
- Plan for admissions lottery, including outreach; and
- Plan for how students will get to school/transportation



**Applicants should include the following criteria:**

- a. A description of the research-based curriculum
- b. A clear rationale for those choices, and a plan that coordinates all components – instruction and interventions.
- c. Curriculum alignment, by grade, to the Colorado Academic Standards or a plan to complete alignment during the planning year.
- d. A clear description of how the charter school will implement and support diverse charter school models, including models that serve rural communities (also see Competitive Priorities)

Points	Range for Assigning Points (0-30)
21-30	Well Developed
11-20	Adequately Addressed
1-10	Poorly or Minimally Addressed
0	Not Addressed

**D) Serving Educationally Disadvantaged Students**

- Plan for engaging educationally disadvantaged students
- Plan includes students with disabilities, struggling learners, exceptional students, English language learners, students eligible for Free and Reduced-Price Meals, and Students who are homeless or in foster care

**Applicants should include the following criteria:**

- a. A plan that describes how the applicant will commit to serving all students.
- b. The applicant should also describe a plan that describes how they will follow the law regarding meeting the needs of all families.
- c. The applicant should provide examples of outreach and recruitment strategies that are broad and inclusive.

Points	Range for Assigning Points (0-15)
11-15	Well Developed
6-10	Adequately Addressed
1-5	Poorly or Minimally Addressed
0	Not Addressed

**E) Staffing and Professional Development**

- The school provides an organizational chart with brief job descriptions and qualifications.
- 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.
- Summary of the professional development plan for the planning and implementation periods
- Explanation of how staff is included in the planning
- Rationale and goals and list of activities that will ensure that the goals are met
- Items in the budget that relate to professional development are explained

***Applicants should include the following criteria:***

- a. A professional development plan that supports the curriculum design described in the application and supports for all students.
- b. A plan that describes how the applicant will provide support for Students with Disabilities (SWD).

## **F) Accountability and Accreditation**

Points	Range for Assigning Points (0-10)
7-10	Well Developed
4-6	Adequately Addressed
1-3	Poorly or Minimally Addressed
0	Not Addressed

## **G) Board Capacity and Governance Structure**

- Composition of the governing board
- Process for identification of needed expertise, and recruitment for board service
- Terms for members
- Training provided to members of the board
- Roles and responsibilities of any partner organization, including charter management organizations
- How the Board will create and implement an accountability plan for the charter school
- Board member list with affiliations is included as Attachment 5
- Describe the school's autonomy and flexibility, consistent with the federal definition of a charter school.

***Applicants should include the following criteria:***

- a. A plan reflecting understanding of autonomies and the limits of working within the school system
- b. A plan for organizational development and board training
- c. A balanced management structure
- d. A description of board expertise (e.g., Finance, law, organizational development)
- e. A strategy to recruit board members to fill positions where expertise is lacking

- f. A plan to ensure all board members are trained, as required by Colorado law

Points	Range for Assigning Points (0-15)
11-15	Well Developed
6-10	Adequately Addressed
1-5	Poorly or Minimally Addressed
0	Not Addressed

## H) Parent and Community Involvement

- Planning and activities demonstrate the charter school's commitment to broad community engagement.
- Evidence of engagement such as parent/school activities or waitlist data for an Existing school.
- Identify areas where the school has or is seeking support from external partners to further the mission and vision of the school.
- Plan for public dissemination of information about the school to parents and public: academic data, enrollment, audits through website postings, newsletter or other means

*Applicants should include the following criteria:*

- a. A community engagement strategy
- b. A plan for public dissemination of information to community members

Points	Range for Assigning Points (0-10)
7-10	Well Developed
4-6	Adequately Addressed
1-3	Poorly or Minimally Addressed
0	Not Addressed

## I) Business Capacity, Operations, and Partners

- Description of how the performance and financial aspects of the subgrant project will be managed
- Key personnel assigned to measure specific aspects of the subgrant
- Timeline for the implementation of the Subgrant Project Objectives
- Resumes for key personnel and job descriptions for unfilled positions are provided as Attachment.
- The organization's procurement policy and procedures are included as an Attachment.
- Description of roles of any charter management organization, developer or other

partners that will have an ongoing relationship with the charter school

- Are contractual relationships described?
- Please note if any partners or subcontractors will provide subgrant-funded services.
- Facility status - whether a facility has been identified or is in process of being secured, justify the appropriateness and safety of the facility in terms of the ages of the students served
- Identification of the site for school if known, or description of how the selection Process will be managed
- How will the school ensure compliance with health and safety standards in law and regulation and with the American with Disabilities Act?
- How the plans for the operation of the charter school will support and reflect the needs of students and families in the community, including consideration of district or community assets and how the school's location, or anticipated location if a facility has not been secured, will facilitate access for the targeted student population?
- Does the applicant have a plan for how the charter school board will sustain and institutionalize practices and maintain financial sustainability after the end of the subgrant period?
- One-page pro-forma budget is included as an Attachment for the charter school at capacity enrollment and shows how the charter school is sustainable once subgrant funding has ended and per pupil revenue has begun

***Applicants should include the following criteria:***

- a. Staffing plan for planning and implementation years
- b. List of key personnel with resumes or job descriptions
- c. A description of the relationship with the CMO, ESP, if applicable
- d. A description of plan to use contractors
- e. A detailed organizational chart for all staff
- f. Plan for facility acquisition (Include plan/process for approval with LEA)
- g. A detailed plan that describes how the school will sustain operations after the grant is concluded

Points	Range for Assigning Points (0-10)
7-10	Well Developed
4-6	Adequately Addressed
1-3	Poorly or Minimally Addressed
0	Not Addressed

## J) Transportation Plan

Identifies how the transportation needs of students, particularly educationally disadvantaged students, will be met.

- a. Includes a description of anticipated transportation expenditures and how the school will work with the district and CDE to ensure compliance with federal, state, and district transportation requirements. (Includes a completed Appendix H: Transportation Plan)
- b. The applicant identifies (through the narrative and Appendix F: a feasible and compliant plan that will meet the unique transportation needs, including provision for field trips and participation in extracurricular activities, for the school's projected student population.

Points	Range for Assigning Points (0-10)
7-10	Well Developed
4-6	Adequately Addressed
1-3	Poorly or Minimally Addressed
0	Not Addressed

## III. Subgrant Budget and Budget Narrative

### Budget and Budget Narrative

- Planning Subgrant Budget is separate and explains allowable costs permitted for planning year.
- Implementation Subgrant Budget is separate and explains allowable costs permitted for implementation years. Budget narrative demonstrates the extent to which the proposed budget is reasonable, cost-effective, and integrates any other sources of funding.
- All costs described in the project narrative appear in the budget narrative and have a corresponding entry in the itemized budget worksheet.

### *Applicants should include the following criteria:*

- a. An explanation for all items included in the budget
- b. Realistic and reasonable estimates based on quotes or other evidence
- c. Details that demonstrate budget alignment with project goals and objectives
- d. A detailed description of salaries for all administrative personnel

Points	Range for Assigning Points (0-20)
15-20	Well Developed
8-14	Adequately Addressed
1-7	Poorly or Minimally Addressed
0	Not Addressed

## IV) Competitive Priorities

### Identify the Competitive Priorities

Describe how the mission, curriculum, and culture are designed to improve outcomes for one or more of the following populations: Students with Disabilities; ELL Students; High-Mobility Students (e.g., foster, homeless, and Alternative Education Campus (AEC)/Credit Recovery students.

Identify the Competitive Priorities addressed and provide evidence that shows the applicant qualifies. Competitive Priorities are optional and, if addressed, may earn additional points. The Competitive Priorities are:

- 1) Creation or expansion of a High School.
- 2) Creation or expansion of Rural Schools.
- 3) Proposing to operate a charter school in a High Need LEA.

The applicant has provided evidence of meeting the competitive priority. For example:

- 1) Creation or expansion of a High School.
- 2) Creation or expansion of Rural Schools.
- 3) Proposing to operate a charter school in a High Need LEA.

Points	Range for Assigning Points (0-15)
0 or 5	Applicant must describe how they would provide services to high school students • Applicant provide an outline for a high-quality high school program • Can demonstrate community demand for high school seats.
0 or 5	Applicant must describe a plan to propose or operate in rural areas and demonstrate an understanding of the specific needs and circumstances of rural communities.
0 or 5	Applicant must describe a plan to serve and intentionally meet the unique needs of a student population of more than 50% disadvantaged students.

	Summary of Points Assigned by Reviewer		
	Application Requirements	Total Points Possible	Points Assigned
<b>Section II</b>	A. Executive Summary	5	
	B. Community Needs and Project Goals	15	
	C. Standards Aligned Curriculum and Research-based Educational Model	30	
	D. Serving Educationally Disadvantaged Students	15	
	E. Staffing and Professional Development	10	
	F. Accountability and Accreditation	15	
	G. Board Capacity and Governance Structure	10	
	H. Parent and Community Involvement	10	
	I. Business Capacity, Operations, and Partners	10	
	J. Transportation Plan	5	
<b>Section III</b>	Subgrant Budget and Budget Narrative	20	
	Subtotal (Sections II and III)	145	
<b>Section IV</b>	Competitive Priorities (Section IV)	15	
<b>Total possible for Application</b>		160	



## **PART I: INFORMATION, ASSURANCE, AND CERTIFICATION**

Assurances and Certification (form provided)

## **PART II: APPLICATION NARRATIVE**

Section A: Executive Summary (not to exceed two pages)

Section B: Community Need & Grant Project Goals

Section C: Standards Aligned Curriculum and Research-based Educational Model

Section D: Serving Disadvantaged and At-Risk Students

Section E: Staffing and Professional Development

Section F: Accountability and Accreditation

Section G: Board Capacity and Governance Structure

Section H: Parent/Community Involvement

Section I: Business Capacity, Operations, and Partners

Section J: Transportation Plan

## **PART III: SUBGRANT BUDGET**

Budget Narrative

Budget Worksheet (template provided)

## **PART IV: APPENDICES**

Appendix A: Executed Charter Agreement or Renewal Amendment

Appendix B: 5-yr Operating Budget & Financial Risk Assessment

Appendix C: Charter School Autonomy & Waivers Sought

Appendix D: Grant Project Goals & Performance Measures

Appendix E: Marketing Plan

Appendix F: Enrollment Policy & Lottery Plan

Appendix G: Facility & Minor Repairs Plan

Appendix H: Transportation Plan (NOTE: process requires consultation with CDE.  
Transportation Office) (applicable, is using grant funds)

Appendix I: Grant Management Plan

Appendix J: Training & Technical Assistance Plan

Appendix K: Disadvantaged Students (Competitive Priority)

Appendix L: School Performance Framework Reports -or- Student Data & Audits (Expansion or  
Replication ONLY)

Appendix M: Library Development Plan (If Applicable)

Appendix N: Disclosure Information [be sure to include Procurement Policy in the Disclosure Form]

## Appendix A: Executed Charter Agreement

## APPENDIX B (Part 1): 5-Year Operating Budget

### Great Schools Colorado (CSP) Grant Budget Instructions

The [CSP one-year grant budget](#), in Excel, is the document that will guide the charter school, authorizer, and THE LEAGUE over the duration of the annual grant period. It is created to ensure:

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

The [CSP Budget Template](#) will become the worksheet that will be used on an annual basis to track expenditures to be reimbursed by the grant. A new budget document will be released on an annual basis.

The proposed budget and the budget narrative should support the grant project goals identified in part II, section B of the application. There should be evidence of a clear relationship between identified goals, proposed activities, and how funds will be spent. Applications should contain budget narratives for all years of funding. The budget will be completed annually and must continue to align to the approved application on file with the League. Please be advised that this is a reimbursement grant, and it is imperative that schools have available general funding for initial purchases.

All schools are required to submit their proposed budget for the anticipated amount of funding for the first year of award on the GSP grant budget and then updated once final award approval is reached. This process is repeated annually as sub-grantees transition into a new grant award year. Grant funds must be spent sequentially; first year funds must be drawn down before accessing second year funds, etc. The budget period for the Planning grant is **upon final approval through June 30**. The budget period for GSP Implementation grant is from **final approval through June 30**. Implementation grants awarded during the year of application will not go back to July 1<sup>st</sup> of the first year. The proposed sub-grantee budget should reflect this timeframe.

When applications have been reviewed, final grant amounts will be determined based on funding structure detailed in Available Funds section and GSP budget documents will be returned to the charter school and their authorizer with specific THE LEAGUE comments that will require additional information of successful applicants. This original budget revision must comply with the application review comments and will serve as a basis for any future budget revisions. Any sub-grantee not properly submitting an original budget revision within 30 days of the date of the grant notification may be subject to losing their grant award. Contact the designated THE LEAGUE Grants Fiscal Manager at [dmohr@coloradoleague.org](mailto:dmohr@coloradoleague.org) with any issues.

#### General Guidelines and Restrictions

GSP grant budget form instructions are found within the document itself. Each line item in the Excel budget should include the following in the respective columns: program/object category, grant project goal, budgeted amount (initial entry must be under original amount), and adequate budget item description/justification including cost per unit and an explanation of quantity (such as number of items or kits, number of students, grade level, classrooms or employees served, etc.).

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

- Any single line item more than \$1,000 should have a detailed justification. Break down line items exceeding \$1,000 through notations of quantity, explanation, or additional line items to clarify how

funding will be expended. Note: The Excel document does not calculate the quantity by the original amount; the original amount must be the total cost of the purchase.

- Do keep in mind that budget submissions can go through several reviews prior to approval; therefore, budget *time* adequately.
- Up to \$125 per hour can be budgeted for administrator and business mentoring costs. It is important to include the rate and total estimated hours.
- Attendance at conferences must be justified against the grant project goals and is limited to two individuals (unless it can be demonstrated that attendance is necessary for additional staff for professional development purposes).
- Requests for specialized training must include expected attendees, expected outcomes, topic(s), provider, cost, and a plan for sustaining that training.
- Budget expenditures must be supported by a sufficient description that provides the number of staff/students to be served; this can be grade level or actual number of participants. In subsequent years, this is critical as the grant is not intended to address recurring costs.
- Performance management and professional development requests must include number of participants, number of days, and cost per person per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are unrealistic will be cut or trimmed. For example, if \$8,000 is requested to send six individuals to a national conference, you may be asked to instead send two people each year over a three-year period.
- Subcontracting is allowed, but schools must comply with procurement policies as outlined UGG § 200.317.
- Please follow your authorizer's internal policies and procedures when budgeting for supplies, non-capital, and capital equipment.
  - In general supplies are small purchases that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances
  - In general, non-capital purchases are valuable in nature and classified as equipment but costing less than the authorizer's policy for capital assets inventory. For example, iPads are generally a non-capital purchase and should be tracked and inventoried to mitigate theft
  - In general, capital purchases are above \$5,000 per unit including any taxes, shipping, and installation charges. These items are meant to be used for more than a year and need to be properly depreciated through the authorizer's accounting system. At the end of the useful life, THE LEAGUE needs to be made aware of any possible sale or disposal of capital equipment as funds may need to be sent back to the federal government.

### **Required Policies and Procedures**

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

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

### **Chart of Accounts – Coding of Expenditures**

CDE COA was developed in response to 22-44-105(4), C.R.S., introduced as H.B. 1213 and enacted by the legislature in 1994. CDE and all school districts and Board of Cooperative Educational Services in the state

shall use the system to report and obtain necessary financial information. It is important to review the CDE COA available at: <https://www.cde.state.co.us/cdefinance/sfcoa>

#### Program/Object Categories

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

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

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

*(0600) Supplies/Materials* – Instructional materials, supplies, books, and other general supplies that can be consumed, worn out, or deteriorate through use. Curriculum software licenses and inexpensive classroom furnishings below \$500 each would fall under this category.

#### Support Program

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

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

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

*(0300) Purchased Professional and Technical Services* – Services which, by their nature, can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, brokers, etc. Identification of specific vendors within the application does not remove the sub-grantee responsibility to follow their established procurement procedures. The grant requires **ALL** services that require a Contract or Memorandum of Understanding (MOU) follow the established sub-grantee procurement procedure to ensure there is no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

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

*(0500) Other Purchased Services* - Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning phase, printing services, postage, advertising; and any expenditure related to travel such as registration, mileage/airfare, and lodging. Also includes student

transportation. Please remember that any out of state travel must have prior approval before expenses may be incurred.

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

#### Equipment

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

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

*(0735) Equipment* – The GSC grant requires items over \$10,000 each or electronic in nature that will be used for more than one year are considered equipment. This includes computers, computer and/or phone networking equipment, SMART or Promethean boards, video projectors, large printers, copy machines, large pieces of staff and office furniture, vocational education equipment, and specialized technology furniture such as media carts. Please be sure to provide detail on large technology purchases, including cost per unit.

#### Transportation

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

The RFA and rubric under this grant will require applicants to include a description of the transportation needs of the school and its proposed plan to fulfill them. All applicants will be required to submit a transportation plan as an addendum. Schools choosing to provide their own transportation, whether using grant funds or not, will also need to demonstrate that they have a state statute aligned and CDE approved transportation policy in place. This policy will address state statute and rules related to public transportation safety, which are outlined in 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles (one of 4 versions by manufacture date: April 30, [2015-Present](#), September 1, [2007-2015](#), February 1, [1999-2007](#) or October 1, [1993-1999](#)), [1 CCR 301-26 Operation Maintenance and Annual Inspection of School Transportation Vehicles](#), and [Rules for the Administration of the Public School Transportation Fund](#) (CCR 301-14) and guidance. Additionally, The League will require sub-grantees requesting these funds to establish contact with the Transportation office at CDE to receive authorization on any purchases before purchases are made or grant funding is released, provide a multi-year transportation and maintenance budget, and comply with any additional and all necessary technical assistance trainings. This information may be requested during a monitoring desk review, visit and/or reporting period.

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

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

Criteria – THE LEAGUE will use the following criteria for determining whether a proposed transportation expense is allowable under the GSP grant:

- Total expenses on transportation are not to exceed 25 percent of annual grant award for a three-year annual award and only for the acquisition of a THE LEAGUE approved transportation bus/vehicle.
- The school will provide annual reports on the status of the bus/vehicle including evidence of proper record keeping, inventory, serial # and maintenance.
- Identified cost of a bus/vehicle will be evaluated by THE LEAGUE Transportation Unit to determine whether identified cost is a reasonable cost for the bus **before a purchase would be allowed**.
- The primary goals of the grant are clearly met and not compromised based on expenditures made related to transportation costs.
- The school will provide a transportation goal and write a measure and metric to report on related to that goal.
- The school will provide an update in their APR on their transportation plan and effectiveness of the plan.
- School will provide an assurance that funds used are clearly associated as a cost that is a one-time cost to the school.
- Consideration of management of recurring transportation costs.
- Schools will be asked to complete a budget template that allows them to demonstrate an understanding of what reasonable cost assumptions look like over a five-year period for managing transportation expenses and how these costs will be incorporated into a long-term sustainable operational budget for the school.
- As with other assurances, THE LEAGUE will not fund recurring costs in the grant.

### *Facilities*

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

- “New Flexibilities under the Every Student Succeeds Act” Frequently Asked Questions (December 2017) [PDF](#).
- ESSA Flexibility Webinar [Slides \(November 2018\)](#) [PDF](#).



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

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

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

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

### **Example 1 - ALLOWABLE**

Allowable: A charter school is required under a Federal or State statute (e.g., the Americans with Disabilities Act (ADA)) to provide accessibility in the form of an elevator; without it, the school will not be permitted to operate. To comply, the charter school requests approval to amend its approved application to use \$50,000 of its \$900,000 CSP grant for expenditures it will incur (such as engineering drawings, labor, equipment, and materials) to install an elevator in its building that has a cost basis of \$1 million. Assuming the cost of installing the elevator is reasonable and the proposed amendment to the approved application does not result in a substantial change in the scope or objectives of the grant, then the \$50,000 renovation cost appears to be allowable, as 1) installation of the elevator is necessary to comply with a statute or regulation (i.e., the ADA); 2) the expenditure is necessary for the performance of the grant (i.e., opening and operating a new charter school); and 3) the renovation cost is reasonable insofar as it represents only 5.6 percent of the overall size of the grant and only 5-6 percent of the current cost basis of the real property (prior to the renovation) and, therefore, does not represent a significant grant expenditure under the grant project budget or in the context of the overall dollar cost of the real property.

**Example 2 - UNALLOWABLE**

A charter school requests approval to amend its approved application to use \$250,000 of CSP grant funds to acquire commercial real property (a land parcel with a former warehouse) and renovate it for use as a permanent school facility for the charter school. In this scenario, the charter school may not use any CSP funds to acquire the property, as the acquisition of the property represents an unallowable capital expenditure for real property (34 CFR 75.533). Nor may the charter school use CSP funds to renovate the facility, unless the charter school can show that the renovations are “necessary” to ensure that the building complies with a specific statute or regulation (e.g., a State safety regulation requiring installation of a sprinkler system). In such a case, the charter school also must demonstrate that the cost for the renovation is necessary, reasonable, and allocable to the grant (2 CFR 200.403(a)). Further, if the renovation would result in a material increase in the value or useful life of the property, then the cost for the renovation would qualify as a “capital expenditure,” and the charter school would be required to obtain prior written approval from the Department or, in the case of a charter school sub-grantee, the SEA (UGG at 2 CFR 200.12, 200.13, 200.329, and 200.439).

In some instances, a sub-grantee may use CSP funds to acquire portable classrooms, provided that the classrooms are **temporary** and directly related to opening or preparing for the operation of a new charter school or replicated high-quality charter school or expanding a high-quality charter school (see section 4303(b)(1) of the ESEA). In accordance with the cost principles in UGG, acquisition of the portable classrooms also must be necessary, reasonable, and allocable to the grant (2 CFR 200.403-200.405). Please speak with the League staff for approval prior to making this purchase to ensure it is allowable.

A sub-grantee may not use GSP funds to construct permanent or non-portable classrooms on school property due to the regulatory prohibition against the use of Federal funds for construction (34 CFR 75.533).

Under section 4303(h)(3) of the ESEA, GSP funds may be used for minor facilities repairs (excluding construction). Examples of minor facilities repairs include repairing a leak in the roof, replacing a broken window, and repairing a furnace or air conditioning unit. In essence, minor facility repairs neither add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition (2 CFR 200.452).

*References and Additional Guidance*

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

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

## Appendix B (Part 2): Financial Risk Assessment Form

### Purpose

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

### Procedure

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 LEA/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.

### Risk Assessment

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

- **High Risk** - A score over 20 for either the LEA or charter school requires intensive monitoring (monthly check-ins with LEA and school fiscal representative 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 LEA 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 LEA or charter school generally identifies that the program is at lower risk for potential waste, mismanagement, non-compliance, or fraud. No extra actions required.

**Scoring: The following questions will be awarded a score ranging from 0 to 5.**

5 – High Risk / 0 – Low Risk

Financial Risk Management Survey				
Authorizing Local Education Agency (LEA)				
No.	Question	Highlight Correct Answer		Score :
1	Is the LEA on the Federal or State Debarment List, including the USDA National Disqualified List and State 501C3 list? (If yes, no need to go further)	Yes (25)	No (0)	
2	Is the LEA in good standing on the State 501c3 list?	Yes / NA (0)	No (5)	
3	Does the LEA have an active, no exclusion, Unique Entity ID?	Yes (0)	No (10)	
4	Has the LEA or principals thereof ever been suspended or debarred from receiving federal or state grants or contracts?	Yes (5)	No (0)	
5	Has the LEA ever had a government contract, project, or agreement terminated?	Yes (5)	No (0)	
6	Does the LEA employ a finance director with at least three years of experience in accounting at this type of entity?	Yes (0)	No (5)	
7	Has there been changes in fiscal/program personnel in the previous year at the LEA?	Yes (5)	No (0)	
8	Does the LEA use a commercial/licensed financial software system?	Yes (0)	No (5)	
8a	<i>If Yes – Identify which system:</i>			
9	Does this system ensure that grant funds are not comingled with general operating funds?	Yes (0)	No (5)	
10	How many years has the LEA been in existence?	0–2 years (4) 6–10 yrs (2) 15 years + (0)	2–5 years (3) 11–14 yrs (1)	
11	Does the LEA have experience managing other federal, state, local, or private funds?	0–1 year (4) 5–7 years (2) 10 years + (0)	2–4 years (3) 8–10 yrs (1)	
12	Does the LEA have written procedures for procurement time and effort (federal) and fiscal management (to include internal control procedures) of federal or state grant funding that specifically comply with the Uniform Grants Guidance?	Yes (0)	No (1)	
13	Does the LEA have procedures established to identify unallowable cost under federal or state grant funding before the funds are expended?	Yes (0)	No (1)	
14	Has the LEA received awards from CDE in the past?	Yes (0)	No (1)	

14a	<i>If Yes – Identify which program and year (list):</i>			
15	Single Audit Status (answer only if LEA 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	<i>Provide a copy of most recent LEA financials.</i>			
<b>Applicant Charter School</b>				
No.	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	<i>If Yes – Identify which system:</i>			
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)		
		<b>Total:</b>		

*By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate. I 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

## APPENDIX C: Charter Schols Autonomy and Waivers Sought

### *Instructions*

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



## APPENDIX D: Great Schools Colorado SMART Goals & Performance Measures

As a key part of the contract between a charter school and their authorizer, school leaders and developing groups set goals to mark a target for achievement of the desired outcomes in implementing a charter model. These grant project goals need to be written that support the planning and implementation of the proposed school under the grant. There are two overarching categories that grant project goals typically fall under: Academic Goals and Operational/Management Goals. Academic Goals are tied directly to student performance (both achievement and growth) and postsecondary and workforce readiness (dropout rates, matriculation and graduation rates, and anticipated year of graduation). Operational/Management Goals are typically tied to financial management, leadership and governance of the school, facilities, and/or enrollment and retention.

The goal of the CSP grant is to provide funds and technical assistance to support the development of high-quality charter schools and therefore the grant project goals will detail how the grant funds will be spent to support the stated goals aligned to the mission and vision of the new or expanding/replicating charter school.

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

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

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

### **Example Grant Project SMART Goals**

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

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

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

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

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

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

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

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

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

## Appendix E: Marketing Plan

## APPENDIX F: Enrollment Policy and Lottery Plan

### 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, through the use of 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 CSP statute and nonregulatory guidance for CSP funded schools.

Federal Law	CSP Nonregulatory Guidance
<p><b>ESSA 4303 (c)(3) RULE OF CONSTRUCTION. — (A)USE OF LOTTERY.</b> —Nothing in this Act shall prohibit the Secretary from awarding grants to State entities, or prohibit State entities from awarding subgrants to eligible applicants, that use a weighted lottery to give slightly better chances for admission to all, or a subset of, educationally disadvantaged students.</p> <p>4310 – Definitions – Charter School (K) operates in accordance with State law.</p> <p>ESEA 1115(b)(2) and ESEA 1115(c)(2): Economically disadvantaged, SWD, ELL, Neglected or delinquent, homeless.</p>	<p><b>E-3. Are weighted lotteries permissible?</b> Weighted lotteries (i.e., lotteries that give additional weight to individual students who are identified as part of a specified set of students, but do not reserve or set aside seats for individual students or sets of students) are permitted only in certain circumstances. 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><b>E-4. May a charter school exempt certain categories of applicants from the lottery and admit them automatically?</b> 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)(l)(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)(l)(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.

#### 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 founding members and the percentage of students to be enrolled as children of founding members
- The charter school's definition of staff and the percentage of students to be enrolled as children of staff members
- The processes and procedures that will guide how the lottery will be conducted
- Identifies student groups that will be given priority notice or guaranteed admission
- 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.

**Economically Disadvantaged:** A family whose income would make a child eligible for free or reduced price meals if the child were in kindergarten. Maryland Code, Education §7-101.1.

**Children with Disabilities:** A child with a disability means a child evaluated 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.

## APPENDIX G: Minor Facility Repairs Plan

### Background

Under ESSA (ESEA § 4303 (h)(3)), charter schools can designate a percentage of their GSC grant funds for the purpose of minor facility repairs and other renovations necessary to comply with applicable local, state, and federal statutes and regulations.

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

Minor facility Repairs and Necessary Renovations cannot add to the permanent value of the property nor appreciably prolong its intended life, but rather, keep it in efficient operating condition. In addition, under this program,

1. 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.
2. The other goals of the GSC grant application can be clearly met and are not compromised due to the proposed expenditures related to facility repairs.

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

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

### Instructions

Applicants are required to complete this plan if their application seeks to include minor facility repairs in the proposed GSC grant budget. Fill in the information below as it applies to your request. Use of bullet points is encouraged. This plan should be limited to 3-5 pages.

<b>School Name:</b>	
<b>School Facility Contact:</b> (Name, Phone and Email)	
<b>Effective Dates of Plan:</b>	

### Rationale for including expense

Check the box(es) of the appropriate category for which you are seeking funding:

- ☐ Budget amount for Minor Facility Repairs
- ☐ Budget amount for Other Necessary Renovations to Ensure Compliance with Applicable Statutes and Regulations

Based on the box(es) checked, please complete the appropriate section(s) below:

*Minor Facility Repairs*

Identify any minor facilities repairs to be included in the GSC grant budget and list the budgeted amounts for each.

Explain why these repairs constitute “minor repairs.”

Identify how these repairs are incorporated into your grant project goals and grant budget spreadsheet for this GSC grant application. (Note: Minor repairs exclude construction.)

*Other Necessary Renovations to ensure Compliance with Applicable Statutes and Regulations*

Identify any necessary renovations to be included in the GSC grant budget and list the budgeted amounts for each.

Identify how these repairs are incorporated into the school’s grant project goals and grant budget spreadsheet for this GSC grant application.

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.)

Explain why the renovation is “commensurate with the market rate for such goods and services.”

## APPENDIX H: Transportation Plan

### *Background*

Under ESSA (ESEA § 4303 (h)(4)), Charter Schools can apply to use a percentage of GSC grant 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 LEAGUE prior to the release of funds.

- Transportation purchases are only for buses/small vehicles that meet Colorado statutory requirements<sup>1</sup>.
- 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 Unit 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 GSC grant funds to procure a bus service that meets all CDE 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 GSC grant ends.
- A school seeking to use GSC grant 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 GSC grant 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 GSC grant 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 GSC grant funds for

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<sup>1</sup> **Per Colorado Rule 1 CCR 301-25, 2251-R-5.05**, A School Bus shall be a motor vehicle, built to FMVSS and school bus standards...designed for transporting students on either to and from school, from school to school, or to school related events. 5.05(a) TYPE A --Type "A" school bus is a conversion or body constructed utilizing a cutaway front-section vehicle with a left side driver's door and a gross vehicle weight rating (GVWR) of 21,500 pounds or less. 5.05(b) TYPE B --Type "B" school bus is a body constructed and installed upon a stripped chassis. Part of the engine is beneath and/or behind the windshield and beside the driver's seat. The entrance door is behind the front wheels. 5.05(c) TYPE C --Type "C" school bus is constructed utilizing a chassis with a hood and fender assembly. This includes the cutaway truck chassis, including cab, with or without a left side driver door, and with a GVWR greater than 21,500 pounds. The entrance door is behind the front wheels. 5.05(d) TYPE D --Type "D" school bus is constructed utilizing a stripped chassis, the engine may be behind the windshield and beside the driver's seat; it may be at the rear of the bus, behind the rear wheels. The entrance door is ahead of the front wheels.

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 2-5 pages.

<b>School Name:</b>	
<b>School Transportation Contact:</b> (Name, Phone and Email)	
<b>Effective Dates of Plan:</b>	

### **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 GSC grant 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 GSC grant 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 GSC grant application.

Please indicate which manner of direct transportation the school will provide in meeting the CSP 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 GSC grant 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 Unit*

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 Unit 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 Unit that the school has been in consultation with concerning this proposed project.

## Transportation Annual Report for Charters

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Any GSC sub-grant recipient 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 GSC grant expenditures delegated 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, Section B: Grant Project Goals, and Budget Narrative included in the school's initial GSC 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 I: Grant Management Plan



## APPENDIX J: Training and Technical Assistance Plan (3-Year)

Charter School Name: \_\_\_\_\_

Grant Contact Person, including phone and email: \_\_\_\_\_

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

**Year 1 Implementation Sub-Grantee Activities**

Sub-Grantee Support			
GSC Grant and Application Training	Required	___ Fall	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC Grant Budget Workshop	Required	___ Spring	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC All Sub-Grantee Calls	2 Required	___ September ___ March ___ May	___ Sch grant contact ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC Grant Post-Award Webinar	Required (2-parts)	___ Fall/Winter	___ Sch grant contact (required) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC Implementation Year 1 Site Visit	Required	The League will initiate and schedule with school	___ Sch grant contact ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
Governing Board Support			
Charter School Board Training Modules (Platform: <a href="#">Freestone</a> ; 11 modules available beginning 2023)	Required	Complete modules 1-8 (Governing Board Basics and Effectiveness) in Freestone ___ Date: _____	___ Founder(s) ___ Board member(s) (required)
Board Fundamentals	1 Required	___ Fall ___ Spring	___ Board member(s) (required) ___ Administrator(s)
Performance Management Training: Data Dashboard with Academic, Culture, Financial and Operational Measures (Training request form required;	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)

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offered <u>on demand</u> or schedule individually with an outside entity)			
Performance Management Training: CDE Unified Improvement Plan (Training request form required; offered <u>on demand</u> or schedule individually with CDE or an outside entity)	Required	___ Date: _____	___ Board member(s) (required) ___ Administrator(s)
Specialized Governing Board Training (Training request form required; schedule individually with an outside entity)	Encouraged	___ Date: _____	___ Board member(s) ___ Administrator(s)
Topic-based Webinars		___ November ___ December ___ January ___ February ___ May	___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
<b>Administrator Support</b>			
Administrator Mentoring (Signed mentor log & reflection required)	20-25 hours Required	___ Mentor: _____	___ Administrator(s) (required)
GSC School Administrator Mentoring Cohort Meeting (Professional Development)	Review AMC Program Overview recording, plus 4 required	___ September ___ October ___ November ___ February ___ March ___ May	___ Administrator(s) (required)
Specialized Instructional Leadership Training (Training request form required; schedule individually with an outside entity)		___ Date: _____	___ Board member(s) ___ Administrator(s) (required) ___ Instructional staff
Performance Management Training: CDE Unified Improvement Plan (Training request form required; offered <u>on demand</u> or schedule individually with CDE or an outside entity)	Required	___ Date: _____	___ Board member(s) ___ Administrator(s) (required)
Topic-based Webinars	Encouraged	___ November ___ December ___ January ___ February ___ May	___ Board member(s) ___ Administrator(s) ___ Business professional(s)
<b>Business Operations Support</b>			
Annual Finance Seminar	Encouraged	___ Fall	___ Sch grant contact ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
Business Operations Networking Meetings	2 Required	___ November ___ February ___ May	___ Board member(s) ___ Administrator(s) ___ Business professional(s) (required)
Specialized Business Operations Training (Training request form required; schedule individually with an outside entity)		___ Date: _____	___ Board member(s) ___ Administrator(s) ___ Business professional(s)
Topic-based Webinars	Encouraged	___ November ___ December ___ January ___ February ___ May	___ Board member(s) ___ Administrator(s) ___ Business professional(s)

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Charter School Business Professionals Training Modules and Capacity Building Program	100 Level Required	<input type="checkbox"/> Accounting 101 <input type="checkbox"/> Financial Fxns 101 <input type="checkbox"/> Revenue 101 <input type="checkbox"/> Grants 101 <input type="checkbox"/> Payroll/HR 101 <input type="checkbox"/> Benefits 101 <input type="checkbox"/> Procurement 101 <input type="checkbox"/> Audits 101 <input type="checkbox"/> Risk Mngmt 101	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s) (required)
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## Year 2 Implementation Sub-Grantee Activities

Sub-Grantee Support			
GSC Grant Renewal Proposal Webinars <i>(Pre-recorded)</i>	Encouraged	<input type="checkbox"/> Fall	<input type="checkbox"/> Sch grant contact (required) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
GSC Grant Budget Workshop	1 Required	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Sch grant contact <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s) (required)
GSC All Sub-Grantee Calls	2 Required	<input type="checkbox"/> September <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Sch grant contact <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
School Quality Review	Encouraged	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Sch grant contact <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s) <input type="checkbox"/> Instructional staff
School Quality Review Site Visit	Required	School Quality Review team lead will initiate and schedule with school	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s) <input type="checkbox"/> Instructional staff
Governing Board Support			
Charter School Board Training Modules <i>(Platform: <a href="#">Freestone</a>; 11 modules available beginning 2023)</i>	Required	Complete modules 9-11 (Governing Board Continuous Improvement) in Freestone <input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required)
Performance Management Training: Board Self-Assessment <i>(Training request form required; conduct on board's own or schedule individually with an outside entity)</i>	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Performance Management Training: Strategic Planning Training <i>(Training request form required; conduct on board's own or schedule with an outside entity)</i>	Required	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) (required) <input type="checkbox"/> Administrator(s)
Board Fundamentals	Encouraged	<input type="checkbox"/> Fall <input type="checkbox"/> Spring	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)
Specialized Governing Board Training <i>(Training request form required; schedule individually with an outside entity)</i>		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)

# GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

Topic-based Webinars		<input type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
<b>Administrator Support</b>			
Administrator Mentoring <i>(Signed mentor log and reflection required)</i>	23-42 hours Required	<input type="checkbox"/> Mentor: _____	<input type="checkbox"/> Administrator(s)
GSC School Administrator Mentoring Cohort Meetings <i>(Professional Development)</i>	6 Strongly Encouraged, 4 Required	<input type="checkbox"/> September <input type="checkbox"/> October <input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> March <input type="checkbox"/> May	<input type="checkbox"/> Administrator(s)
Specialized Instructional Leadership Training <i>(Training request form required; schedule individually with an outside entity)</i>	Encouraged	<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) (required) <input type="checkbox"/> Business professional(s) <input type="checkbox"/> Instructional staff
Topic-based Webinars	Encouraged	<input type="checkbox"/> November <input type="checkbox"/> December <input type="checkbox"/> January <input type="checkbox"/> February <input type="checkbox"/> May	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s)
<b>Business Office Support</b>			
Annual Finance Seminar	Required	<input type="checkbox"/> Fall	<input type="checkbox"/> Founder(s) <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
Business Operations Networking Meetings	3 Required	<input type="checkbox"/> November <input type="checkbox"/> February <input type="checkbox"/> May	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
Specialized Business Operations Training <i>(Training request form required; schedule individually with an outside entity)</i>		<input type="checkbox"/> Date: _____	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
Charter School Business Professionals Training Modules and Capacity Building Program	200 Level Required	List of specific topics will be released in 2023; content will be available in 2024	<input type="checkbox"/> Business professional(s)
<b>Other Support Options – All Years</b>			
Rural and Non-Metro Charter School Support Seminar (formerly the Western Slope Seminar)	Encouraged	<input type="checkbox"/> Winter	<input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s)
Colorado Charter School Conference or National Charter School Conference <i>(Training request form is required for credit)</i>		<input type="checkbox"/> March <input type="checkbox"/> June	<input type="checkbox"/> Sch grant contact <input type="checkbox"/> Board member(s) <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Business professional(s) <input type="checkbox"/> Instructional staff

\*GSC credit for attending technical assistance events or trainings identified in the “Other Support Options” category may be applied to remediate any missing technical assistance requirement. Please inquire with the League to learn more.

## APPENDIX K: Plan for Serving Disadvantaged Students (COMPETITIVE PRIORITY)

## APPENDIX L: School Performance Framework Plan

### *Instructions*

ALL applicants are required to complete this plan, which is related to Part III, Section B: Grant Project Goals and Section F. Accountability and Accreditation of the application. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively.

<b>School Name:</b>	
<b>School Contact:</b>	
<b>Effective Dates of Plan:</b>	

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on three key indicators of school performance—student achievement growth, student achievement status, and achievement gaps, and postsecondary and workforce readiness.

### *School Introduction/Demographics*

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

### *Vision*

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

### *Goals/Objectives*

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

### *Current Performance Management System*

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

### *Activities, Measures and Targets*

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

<i>Goal</i>	<i>Activity/Measure</i>	<i>Target/Evaluation</i>

*Performance Management Budget*

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

<b>Category</b>	<b>GSC Grant Amount to be Used</b>	<b>Local Match Amount</b> (indicate whether cash or in kind)	<b>Total</b>
Licensing			
Software set-up and license fees for Planning Year and Year 1 Implementation only (specify software)			
Implementation and maintenance			
Software installation			
One-time loading of data (ongoing loads may not be funded)			
Software maintenance agreement during Planning Year and Year 1 Implementation only			
Other			
Hardware/network maintenance agreement during Planning Year and Year 1 Implementation only			
Training/professional development: Any professional development expenditures or activities must be linked to the professional development plan submitted with this grant application			
Analytical support for one-time activity (specify purpose) Note: Cannot be used for ongoing support			
Telecommunications/connectivity			
Hardware purchases/upgrades			
<b>Total Request</b>			

## APPENDIX M: Library Development Plan (if applicable)

### *Instructions*

Applicants are required to complete this plan if their application proposes that GSC grants be used to develop new and/or enhance existing school library and media programs. Fill in each box and section below, replacing the text in brackets below each heading with the requested information. Use of bullet points is encouraged. Remember that the longer the plan, the less likely your ability to use it effectively.

<b>School Name:</b>	
<b>School Library/Media Contact:</b> (Name, Phone and Email)	
<b>Effective Dates of Plan:</b>	

### *School Introduction/Demographics*

[Briefly describe the charter school community in terms of size, population, and concerns, outline the authorizer's and school's core library plan priorities and how they will be addressed with GSC grant assistance.]

### *Vision*

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

### *Current Library Media Program*

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

### *Goals/Objectives*

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

### *Activities and Measures*

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



## APPENDIX N: Disclosure Information

### *Instructions*

*ALL applicants are required to respond to each of the following sections. Respond with N/A if a section is not applicable.*

1. Certain organizational relationships and contractual arrangements can impact the award and use of GSC grant funds. Describe any agreements or contractual relationships that have been or will be established with individuals, groups, or companies. These would include external service providers (such as educational service providers (ESPs), educational management organizations (EMOs), charter management organizations (CMOs), or charter collaboratives), technology providers, professional development providers, curriculum companies, or any other service providers). Failure to disclose these relationships could result in funds being retracted, even if already disbursed. If an agreement with an EMO, CMO, or collaborative has been or will be executed, please include a copy of the agreement as an attachment to the grant application under Appendix N: Disclosure Information. If a school is part of a charter network, please disclose this information here but a copy of the agreement is not needed so long as the network is the holder of the charter contract.
2. Explain any relationship with an ESP (including those identified under question 1 above) to include why the applicant is seeking to contract with an ESP. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?
3. Because certain contractual arrangements have bearing on what can and cannot be funded with GSC grant funds, a charter school grant applicant requesting funds for anything that may also be covered in another contract must disclose that information. If there is a contract in place and GSC grant funds are being requested for an item that may be included in that contract, please attach to the grant application a copy of the related contract(s) as part of Appendix N: Disclosure Information.
4. Explain which entity holds the assets of the charter school and which entity will hold any assets obtained through GSC grant funds. Describe the governing board's composition in relationship to a chosen service provider. Provide information on key individuals working with the service provider.
5. 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 school, please explain. The description should align with the management agreement with the ESP and provide a

clear picture of what are the responsibilities of the ESP. Identify the cost of services provided by the ESP in terms of percentage of per pupil revenue (PPR).

6. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. Your facility costs are estimated to be what percentage of PPR? Please include a copy of any facility-related agreements.
7. Per state statute C.R.S. 22-32-109(1)(y), school districts and charter schools (by extension through their charter contract) are required to develop and maintain a conflict-of-interest policy. Likewise, C.R.S. 24-18-104 also outlines required board member conduct. Please describe the board member conduct and conflict of interest policies that have been put in place and include or attach with the grant application a copy of these policies as part of your response to Appendix N: Disclosure Information. Please see the following resource for what these policies should include:  
<https://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/gov/pdf/conflictinterestrules.pdf>.

## RESOURCES

### OTHER CHARTER SCHOOL RESOURCES:

Resources: Starting a Charter School in Colorado

Starting Strong: Best Practices in Starting a Charter School Promising Practices Resources:

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

Individual Career and Academic Plan (ICAP):

[http://www.cde.state.co.us/postsecondary/icap\\_promising\\_practices](http://www.cde.state.co.us/postsecondary/icap_promising_practices)

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

English Language Development: [http://www.cde.state.co.us/cde\\_english/eldguidebook](http://www.cde.state.co.us/cde_english/eldguidebook)

Graduation Guidelines: <http://www.cde.state.co.us/postsecondary/grad-promising>

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

Alternatives to Exclusionary School Discipline practices:

[http://www.cde.state.co.us/dropoutprevention/earss\\_resources](http://www.cde.state.co.us/dropoutprevention/earss_resources)