

## Subgrant Continuation Application: Narrative Content Review

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

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

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

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

## SECTION A: EXECUTIVE SUMMARY

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

## SECTION B: SUBGRANT PROJECT GOALS AND BUDGET NARRATIVE

Review Criteria	Yes	No	NA
<p>Identified CSP subgrant project goals give a clear and accurate picture of how the school will use subgrant funding to support the implementation of the charter school.</p> <ul style="list-style-type: none"> <li>Goals are specific, measurable, attainable, relevant and time bound.</li> <li>The strategies proposed to meet these goals and activities to improve educational results for all charter school students are evidence- based.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>There is clear alignment among the subgrant project goals and the vision and goals of the school.</p> <ul style="list-style-type: none"> <li>Each subgrant project goal aligns with the school's mission, vision, educational program and other federal grant programs.</li> <li>The school has a detailed plan, including action steps, for each subgrant project goal. If the school seeks technology and/or library funds, the application includes a technology plan and/or school library development plan.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The budget and budget narrative fully describe the intended use of subgrant funds.</p> <ul style="list-style-type: none"> <li>The submitted budget (in Foundant) specifies expenditures for each subgrant project goal.</li> <li>For each budget cell, the budget narrative fully explains how the school intends to use funds, including itemized descriptions.</li> <li>The budget narrative also includes a description of the supplementary funding needed for each project goal and a plan for securing it.</li> <li>The budget narrative identifies items necessary to implement remote learning for the 2023-2024 school year (if the school is planning on implementing remote learning).</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school demonstrates its plan to execute the Great Schools Colorado (GSC) CSP subgrant.</p> <ul style="list-style-type: none"> <li>The school has sufficient cash on hand, or a reasonable plan to acquire it, to front initial subgrant spending until reimbursement.</li> <li>The school does not include any unauthorized activities in the budget.</li> <li>The school provides a description of how the subgrant will be managed directly by the school <b>and not the operator</b> (e.g., CMO, EMO), including key personnel assigned to manage the subgrant.</li> <li>The school describes how it will report on subgrant goals and activities, including the budget, to its governing board.</li> <li>The school describes how it will use other federal funds in conjunction with CSP subgrant funding to meet project goals and objectives in the CSP subgrant application</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>The school describes how it will evaluate the success of the subgrant goals.</p> <ul style="list-style-type: none"> <li>• The school's plan for evaluating subgrant goals includes specific metrics, persons responsible and dates for review.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school demonstrates a commitment to sharing best practices with charter schools across Colorado.</p> <ul style="list-style-type: none"> <li>• The school identifies best practices it implemented regarding academic performance, school culture, staff and student recruitment and/or financial management.</li> <li>• The school describes how it shared and will continue to share these best practices with other charter schools across the state, including timeframes for achievement and persons responsible.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><b>Reviewer Comments:</b></p>			

## SECTION C: EDUCATIONALLY DISADVANTAGED AND AT-RISK STUDENTS

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

## SECTION D: STANDARDS AND ALIGNED CURRICULUM – No Rating

## SECTION E: RESEARCH-BASED EDUCATIONAL MODEL – No Rating

## SECTION F: STAFFING AND PROFESSIONAL DEVELOPMENT

Review Criteria	Yes	No	NA
<ul style="list-style-type: none"> <li>The school provides an organizational chart with brief job descriptions and qualifications.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The school describes the teacher and non-certificate staff turnover rate.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The school describes its plans for mitigating high percentages of staff turnover.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The school describes the approach it uses to recruit and retain high-quality school personnel.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>The school describes the approach it uses to engage an effective network of support.</p> <ul style="list-style-type: none"> <li>The school identifies specific areas on which it seeks support.</li> <li>The school identifies external partners that currently provide support in those areas.</li> <li>The school describes how and when staff are engaged with external partners.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>The school describes lessons learned from its first year of operation and how its plans to modify its strategies moving forward.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Reviewer Comments:</b>			

## SECTION G: ACCOUNTABILITY AND ACCREDITATION – No Rating

## SECTION H: BOARD CAPACITY AND GOVERNMENT STRUCTURE

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

## SECTION I: PARENT/COMMUNITY INVOLVEMENT

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

## SECTION J: BUSINESS CAPACITY AND FACILITIES – No Rating

## SECTION K: COMPETITIVE PREFERENCE PRIORITIES – No Rating