



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

Revision 04.29.25 | D 2.2

IMPORTANT DATES	
RFA Informational Conference Call	Friday, April 11, 2025 8:30 a.m.- 9:30 a.m. MDT
Grant Competition Launch Release of Request for Application (RFA)	Friday, April 11, 2025 9:30 a.m.
Full Application Submission	Wednesday, May 28, 2025 5:00 p.m. MDT

FOR SUPPORT & RESOURCES	
For Grant Program Support	greatschools@coloradoleague.org
For Grant Administrator Support	gscsupport@coloradoleague.org
Application and Resource Materials	https://greatschoolscolorado.org/

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REQUEST FOR APPLICATIONS (RFA)

NOTE: *This document is intended as a reference 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 upon receipt of your Letter of Intent and/or Eligibility Form.*

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

BACKGROUND & PURPOSE

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

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

In June of 2024, the Colorado League of Charter Schools (hereinafter referred to as the “League”) applied for this competitive CSP grant. It was awarded a 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 a focus on how programs drive academic outcomes for educationally disadvantaged and at-risk students.
2. Improve the quality of Colorado’s charter school sector and intensify its impact on overall school quality and school improvement across the state.

In carrying out these objectives, the League’s Great Schools Colorado (GSC) project intends to provide subgrants to qualified charter school developers and operators for up to 18 months for planning and program design and the first two years of implementation of 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 successful in increasing student achievement, especially for educationally disadvantaged students.

FUNDING PRIORITIES

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 compliance 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, as outlined in the included budget. Funds will be fully obligated in the initial year of the grant, covering both the first and second years of the multi-year grant. Spending goals will be based on the three-year budget included in the application and the review results from the Great Schools Colorado-CSP Grant Team. Yearly monitoring ensures that the sub-grantee is making progress toward spending and achieving their goals. Please note that no subgrant can be for more than sixty (60) months (or less than the timeline specified in the application).

In 2025, the League will award the first year's number of subgrants to 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

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

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

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

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

- Recurring costs for which per-pupil revenue (PPR) should be utilized
- Before and after school programs
- Salary and benefits for staff once the school has opened
- major capital costs
- food costs for staff, students, or parents
- promotional/novelty items for advertising, events, or recruiting
- Student travel costs
- Continuing education credits for professional development coursework
- Professional memberships
- Financial audit fees
- Grant oversight expenses
- Business consultants beyond the 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 the 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, as defined in the federal Elementary and Secondary Education Act (ESSA §4310(2)), to be eligible for subgrant 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 must not have already begun their activities, and the start date of their activities cannot be more than 18 months after the application date. 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 the [Every Student Succeeds Act §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 authority under State law and is 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, §504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.), §444 of the General Education Provisions Act (20 U.S.C. 1232g) (commonly referred to as the “Family Educational Rights and Privacy Act of 1974”), and part B of the Individuals with Disabilities Education Act;

- (H) is a school to which parents choose to send their children, and that—
 - (i) admits students based on a lottery, consistent with §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 based on 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 the State waives such State audit requirements;
 - (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 according 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” refers to an individual or group of individuals, including public or private nonprofit organizations, such as teachers, administrators, other school staff, parents, or local community members, where 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 concerning a high-quality charter school, means to significantly increase enrollment by at least twenty-five percent (25%) for a specific grade level(s), a minimum of twenty-five percent (25%) schoolwide, or add one or more grades to the high-quality charter school.

(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 §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 concerning 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 §4310 (7-9) requirements. 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 three (3) years, or all years of operation if less than three (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 five (5) years, or all years of operation if less than five (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; and
7. If the applicant has received a CSP grant previously, they must indicate this in the Applicant Assurances and provide a copy of the final grant or subgrant report. The applicant must also provide evidence that the previous CSP grant or subgrant received is not for the same activities for which GSC CSP funding is being sought (e.g., could be evidenced by the grant/subgrant narrative, interim/final grant/subgrant reports, etc.).

All supporting documentation submitted as 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 (3) 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 within five (5) years, unless the applicant demonstrates that the charter school has at least three (3) years of improved educational results for students enrolled in the charter school as described in subparagraphs (A) and (D) of §4310(8)'s definition of a high quality charter school below. Expansion and replication grants cannot be awarded for the same activities funded under a previous CSP grant. The League will review information about previous subgrants to ensure activities are eligible.

AUTHORIZER ACCOUNTABILITY | DISSEMINATION

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

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

GRANT TIMELINE

Timeframe	Action
April 11	<ul style="list-style-type: none"> • RFA Released and Application Period Opens • Grant Informational Conference Call • Applicants complete the optional Eligibility Quiz and Letter of Intent Forms in the online portal • Open Call for Peer Reviewers
April 11 - May 28	<ul style="list-style-type: none"> • Application Period
April - May	<ul style="list-style-type: none"> • Peer Reviewers Selected • Prospect Cohort Meeting and/or Q&A Webinar(s) • Peer Reviewers Trained
May 28	<ul style="list-style-type: none"> • Application Period Closes
May - June	<ul style="list-style-type: none"> • Phase 1 Review by Grant Team (<i>i.e.</i>, Eligibility Screening) • Phase 2 Review by Peer Reviewers (<i>i.e.</i>, Capacity Interview) • Award Finalization
June 23-27	<ul style="list-style-type: none"> • Notice of Awards (provisional)
June - September	<ul style="list-style-type: none"> • Individual Meetings with Grant Manager • Budget Trainings • Risk management reviews
Quarterly	<ul style="list-style-type: none"> • Sub-grantees may submit updated budgets for review by the Grants Manager
Monthly	<ul style="list-style-type: none"> • Subgrantees may submit reimbursement requests for activities in their approved budgets

GRANT MANAGEMENT SYSTEM

The League will use 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 evaluation and reporting, 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 assess applications within the system, providing an overall evaluation, objective feedback, and a structured justification for their scoring.

Award Phase:

- **Automated Workflows:** Foundant helps streamline administrative tasks, such as sending deadline reminders and notification emails, as well as validating data, thereby 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 efficiently administer the grant application and monitoring process. Notable key functionalities include:

- **Application and Budget Oversight:** The League will guide charter schools through the application process, ensuring that each submission includes a detailed project budget and compliance with program requirements.
- **Subgrant Recipient Monitoring:** The League will utilize Foundant's tracking capabilities to oversee approved budgets and expenses, ensuring proper financial management and accountability.

THE APPLICATION PROCESS & REQUIRED ELEMENTS

Eligible applicants can access the RFA Subgrant Application Portal beginning Friday, April 11, 2025. Applications must be completed in the grant management system by **5:00 p.m. Mountain Daylight Time** on Wednesday, May 28, 2025. Applicants are encouraged to submit the application well before the deadline to avoid any technical issues or unforeseen delays. The League will host technical assistance [TA] workshops and office hours to support applicants through the process. Applications received after the deadline will not be considered.

Required Elements

Each applicant must sufficiently demonstrate that the proposal will result in a quality educational program. Special focus will be placed on the applicant's sound 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 plagiarized in whole or in part or lacking in uniqueness or innovation may be denied. Replicating schools need to ensure that this application is distinctive 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.

Specifically, each application must include:

- Eligibility Quiz, Letter of Intent, and Applicant Profile;
- Program Assurances and Compliance Checklist of Certification;
- Completion of the Subgrant Application in Foundant; and
- Submission of Required Attachments and Supporting Documentation as outlined below.
- *NOTE:* For applicants who have submitted a charter application, the applicant's complete application to establish a charter school must be submitted with this application as an attachment.

Eligibility Quiz & Letter of Intent

Before beginning the application, applicants should take the Eligibility Quiz in the Foundant platform. The Eligibility Quiz is a checklist to ensure interested applicants meet federal and state requirements for participation in the subgrant competition. It is structured as a comprehensive checklist that indicates your school's readiness to apply for grant funding.

*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. League staff will make the final determinations of eligibility.*

The Letter of Intent (LOI) helps inform the League of the charter school developer's interest in applying for a specific grant type and outlines the project they plan to pursue. Additionally, the LOI helps the League to prepare for the number of peer reviewers needed.

Applicant Profile Information

All elements outlined above 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 case their work is not saved.

GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

Applicant Charter School Information			
School Name			
Region <i>(Indicate the area of Colorado this program will directly impact.)</i>			
<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
School Model <i>(Identify the categories the school specializes in by checking all that apply.)</i>			
<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:	

GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

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: <i>Combined amount of all categories of funding covered in this application</i>			
REQUIRED INFORMATION			
Year School Started or Will Start:			
Year the 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-Price Meals			
Percentage of Students with Individualized Education Program [IEP]:			
Percentage of Students Qualifying for English Language Services <i>(For Expansion Applicants Only):</i>			

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

Project Narrative

This section should include responses to all project elements outlined below.

A) Executive Summary (2-page limit)

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

B) Subgrant Project Goals and Objectives

Identify three to five (3 - 5) Subgrant Project Goals and related Objectives, and explain how each supports the planning and/or implementation activities of the proposed, replicated, or expanded charter school. Proposed subgrant expenditures detailed in the Budget Narrative must fit within one of the Subgrant Project Goals. Each Objective should have clear metrics to measure progress.

At least one Subgrant Objective should address academic progress and how the school will use interim assessments, alternate metrics, and/or state assessments to measure progress. Where current data is unavailable, include and explain the alternate metrics you are using.

C) Project Design (40-page limit)

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

Describe the instructional approach and methods. Describe how the school will use data and varied strategies to identify student needs, differentiate instruction and interventions, and plan for enrichment and electives. 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 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 must make a connection in the budget and budget narrative for supporting expenditures.

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, and managing the admissions lottery and enrollment practices. Describe how the school will promote the inclusion of all students,

including eliminating any barriers to enrollment for educationally disadvantaged students. (ESEA §4303(f)(1)(A)(viii)(I))

If the school uses or proposes to use a weighted lottery, describe how the weighted lottery will be implemented in accordance with state and federal law. Describe how the weighted lottery will promote the inclusion of all students, ensure the enrollment of students from disadvantaged groups, and represent all student groups. Describe how a weighted lottery is within the scope and objectives of your grant application. **See Appendix F** for additional information on Lottery and Enrollment Requirements.

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

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

E) Student Transportation

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

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 project, 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 project.

G) Professional Development

Provide a summary of the professional development plan for the Planning and Project Design Period and the Implementation Period. Include an explanation of how staff are included in the planning. Explain the rationale and goals, and list the activities that will ensure the objectives are met. 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, such as parents and students, are represented on the board. Describe the process for identifying needed expertise, recruitment for board service, terms for members, and training provided to board members. Describe the roles and responsibilities of partner and 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 essential factors for renewal or revocation of the school's charter, and how the State Entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors affecting the management of the school. (ESEA §4303 (f)(1)(C)(i)(II)). Charter schools in operation should reference the criteria for the most recent renewal. Please note, the attachments also include the charter contract for charter schools in operation.

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

I) Parent and Community Involvement

Describe how the applicant will solicit and consider input from parents and other community members in the implementation and operation of the charter school. (ESEA §4303(f)(1)(C)(i)(IV)).

In addition to family and community member engagement, identify areas where the school has sought or is currently seeking support from external partners to further its mission and vision. For example, the applicant may seek support from other charter schools, the LEA, academia, the business community, and/or national experts.

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

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

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 a leadership position has not been filled, please describe the qualifications that will be used to evaluate applicants for the unfilled position(s).

Resumes for key personnel and job descriptions for unfilled positions are included in the Required Attachments.

K) Partners

Describe the roles and responsibilities of the applicant, partner organizations, and any charter management organization. Describe the administrative and contractual roles and responsibilities of such partners, including management fees (ESEA §4303 (f)(1)(C)). Explain how any management fee is determined, *i.e.*, as a fixed percentage, per-pupil, based on set services, or other method. If a partner organization has been selected, describe the role of the partner and

its contribution to meeting the goals of the project. If the partner has not been selected, describe the qualifications sought and the selection process.

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 preparing the building 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 that began 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 expenditures) 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 when planning the new school/expansion/replication. This includes explaining the presence of community demand, the proposed new school/expansion/replication school is in tune with community needs and priorities, and how management intends to engage with parents/families/community to enhance access and equity for at-risk populations.

Budget and Budget Narrative

Applicants must complete and upload a budget narrative into the grant management system and use the *Great Schools Colorado Budget Template*, available for download on our website, to develop the itemized budget. This template includes required fields to calculate budget totals, distinguish between planning and implementation phases, and support line-item costs. See the **GSC-CSP Grant Budget Instructions in Appendix B** for additional detail and guidance.

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

Budgets must itemize annual expenditures across the subgrant period, clearly distinguishing between planning and implementation phases. Subgrant periods may not exceed 36 months in total, with planning limited to a maximum of 18 months regardless of the fund distribution timeline.

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

The budget narrative must:

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

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

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

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

Additional Resources

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

Note: CSP funds must **supplement, not supplant** state or local funds. The submitted budget should reflect only CSP-funded activities that directly support the goals and purpose of the CSP project.

Competitive Priorities

Applicants are to 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.

APPLICATION FORMAT

Since all components of the application must be submitted through Foundant, we recommend applicants first complete their Project Narrative element as a Microsoft Word, Google Doc, etc., before inputting the text into each section of the application. Applicants should be succinct, yet thorough, in their responses, and the Project Narrative should not exceed 35 pages for new schools and 40 pages for expanding or replicating schools. The elements to be included have previously been outlined in the section entitled ***The Application Process & Required Elements***.

NOTES:

- If you have any questions or need clarification regarding the page limits, you must reach out to the contacts listed on this RFA cover page. Applications that exceed the page limits outlined above **WILL NOT** be reviewed.
- Approved attachments are not subject to this page limit.
- All narrative response pages should be standard letter size, *i.e.*, 8½” x 11.” They must be (1) single-spaced; (2) have one-inch margins; and (3) the font should be the equivalent of 12-point Arial.

- The narrative must address, in sequence, each section A through N as previously outlined.
- Attachments must be included in the corresponding order outlined in the Appendices.
- 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 all 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 an in-person signature.
- Do not use a table of contents or divider pages.
- Do NOT attach curricula, invoices, or any other document not explicitly requested.
- References and footnotes are not required and will not be scored. If used, please include them in the appendices.

SUBMISSION PROCESS

Applications must be submitted through the Foundant system by **5:00 PM (MT) on Wednesday, May 28, 2025**.

Within the online application, applicants will complete their *Applicant Information* and upload attachments described as required elements under the *Application Process* section (pp. 13 - 18); in the Selection Criteria Rubric (p.21); *Appendices*; and forms requiring initials and/or signatures (e.g., the *Program Assurances Form* (Appendix O); the *Financial Risk Assessment Form* (Appendix B, p. 46), the *Application Certification*, (p.82), etc.

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.

REVIEW PROCESS

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. **Publicity** – 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. These 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 below, 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 complies with the Education Department's General Administrative Regulations (EDGAR) and the substantive requirements of the CSP Grant.

PROJECT 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 application section 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
	<i>Clear, specific, and realistic plan and/or clear and thorough essential elements included</i>	<i>Mostly has a specific and realistic plan</i>	<i>Begins to have a specific and realistic plan</i>	<i>Not Included</i>
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

Project Narrative Scoring

All project elements listed below should be addressed.

A) Executive Summary (2-page limit)

- The Executive Summary succinctly describes the mission and vision of the proposed charter school. The Executive Summary also includes the needs of the community and how the mission and vision address these needs.
- For Expansion and Replication projects, the Executive Summary should include how the school meets the definition of a high-quality charter school.

Applicants should include the following criteria:

- a. An Executive Summary that lists project goals and objectives, and briefly explains how they support the vision
- b. Clearly defined performance measures
- c. The number of grade levels and students the project will impact
- d. Description of the curriculum and approach
- e. Description of the unique aspects of the project

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

B) Subgrant Project Goals and Objectives

- Identify three to five (3 - 5) 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 measured by state assessments or interim progress data, identifying areas of need and 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 shows a strong likelihood the charter school will achieve and maintain its enrollment projections
- Information on the proposed charter school's projected student enrollment, and evidence to support the projected enrollment based on the needs analysis and other relevant data and factors, such as the methodology and calculations used
- An analysis of the proposed charter school's projected student demographics and a description of the demographics of students attending public schools in the local community in which the charter school would be located
- A robust family and community engagement plan designed to ensure the active participation of families and the community
- 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
- A description of the steps the applicant has taken or will take to ensure that the proposed charter school will not hamper, delay, or negatively affect any desegregation efforts in the community
- A description of 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.
- Objectives may be process goals that are key to success, e.g., recruitment and training of Board members, and professional development sessions. Each should include what evidence of completion will be available.

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

C) Project Design (35-page limit for New schools / 40-page limit for Expansion/Replication schools)

- Key components of the educational project and the research base for the choices made
- Alignment with the Colorado Academic Standards
- Description of how the education project, including academic and behavioral interventions, will meet diverse needs in the student body
- Methods and instructional approach
- Description of how the school will use data and varied strategies to identify student needs, including differentiated instruction and interventions
- Plan for enrichment and electives
- Plan for admissions lottery, including outreach
- Plan for how students will get to school, *i.e.*, transportation

Applicants should include the following criteria:

- A description of the research-based curriculum
- A clear rationale for those choices, and a plan that coordinates all components – instruction and interventions
- Curriculum alignment, by grade, to the Colorado Academic Standards or a plan to complete alignment during the planning year
- 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) Enrollment and Lottery

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

If the school uses or proposes to use a weighted lottery, describe how the weighted lottery will be implemented in accordance with state and federal law. Describe how the weighted lottery will promote the inclusion of all students, ensure the enrollment of students from disadvantaged groups, and represent all student groups. Describe how a weighted lottery is within the scope and objectives of your grant application. **See Appendix F** for additional information on Lottery and Enrollment Requirements.

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

Describe how (in addition to including it on the school's website) the school will make information publicly available to help parents make an informed choice about seeking enrollment in the charter school. This should include information on the educational project,

student support services, parent contract requirements, fees, enrollment criteria, annual performance, and enrollment data. (ESEA §4303 (f)(2)(G))

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) Student Transportation

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

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

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.

Applicants should include the following criteria:

- A plan that describes how the applicant will commit to serving all students
- The applicant should also describe a plan that describes how they will follow the laws governing the meeting of the needs of all families.
- The applicant should provide examples of inclusive, broad outreach and recruitment strategies.
- Include projections for enrollment and how the school will conduct outreach to ensure access for all students. Explain how the design of the educational project, interventions, and other plans will meet the needs of all students. Include identification of students who need additional services and how interventions will be incorporated into the project.

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

G) Professional Development

Provide a summary of the professional development plan for the Planning and Project Design Period and the Implementation Period. Include an explanation of how staff are included in the

planning. Explain the rationale and goals, and list the activities that will ensure the objectives are met. Note the budget items that support the professional development plan.

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

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, such as parents and students, are represented on the board. Describe the process for identifying needed expertise, recruitment for board service, terms for members, and training provided to board members. Describe the roles and responsibilities of partner and 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 essential factors for renewal or revocation of the school's charter, and how the State Entity and the authorized public chartering agency involved will reserve the right to revoke or not renew a school's charter based on financial, structural, or operational factors affecting the management of the school. (ESEA §4303 (f)(1)(C)(i)(II)). Charter schools in operation should reference the criteria for the most recent renewal. Please note, the attachments also include the charter contract for charter schools in operation.

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

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

I) Parent and Community Involvement

Describe how the applicant will solicit and consider input from parents and other community members in the implementation and operation of the charter school. (ESEA §4303(f)(1)(C)(i)(IV)).

In addition to family and community member engagement, identify areas where the school has sought or is currently seeking support from external partners to further its mission and vision. For example, the applicant may seek support from other charter schools, the LEA, academia, the business community, and/or national experts.

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

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

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

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 a leadership position has not been filled, please describe the qualifications that will be used to evaluate applicants for the unfilled position(s).

Resumes for key personnel and job descriptions for unfilled positions are included in the Required Attachments.

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

K) Partners

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

Points	Range for Assigning Points (0-5)
5	Well Developed
3 - 4	Adequately Addressed
1 - 2	Poorly or Minimally Addressed

0	Not Addressed
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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 preparing the building for students.

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

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 that began 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 expenditures) for the most recent fiscal year of the school's operation.

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

N) Student Demand and Community | Local & Family Support

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

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

Project Budget and Budget Narrative Scoring

- The Planning Subgrant Budget is separate and explains allowable costs permitted for the planning year.
- Implementation of the Subgrant Budget is separate and explains allowable costs permitted for in the implementation years.
- The budget narrative demonstrates the extent to which the proposed budget is reasonable, cost-effective, and integrates other funding sources.
- 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:

- An explanation for all items included in the budget
- Realistic and reasonable estimates based on quotes or other evidence
- Details that demonstrate budget alignment with project goals and objectives
- 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

Competitive Priorities Scoring

Competitive Priorities are optional, and, if addressed, may earn additional points. The Competitive Priorities are:

- The creation or expansion of a high school
 - The creation or expansion of rural schools
 - Proposing to operate a charter school in a high-need LEA
- 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.*, those living in foster homes, are homeless, or are Alternative Education Campus (AEC)/Credit Recovery students
 - Identify the competitive priorities addressed and provide evidence that the applicant qualifies.

Points	Range for Assigning Points (0 - 15)
0 - 5	The applicant must describe how they would provide services to high school students, provide an outline for a high-quality high school project, and demonstrate community demand for high school seats.
0 - 5	The 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 - 5	The applicant must describe a plan to serve and intentionally meet the unique needs of a student population of more than 50% disadvantaged students.

The applicant has provided evidence of meeting one or more of the competitive priorities listed above.

AWARD PROCESS

Following the evaluation of each subgrant, Subgrant Award Letters will be sent to successful applicants and their authorized fiscal agent. 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 review the budget based on the new subgrantee risk assessment protocol and ensure each line item is allocable and allowable. Budgets assessed as risky or with line items that are not allowable/allocable will be sent back for correction before approval. 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 remains the same each time.

Successful subgrantees must participate in a CSP-related Post-Award Webinar(s). The date(s) for webinar(s) will be communicated in the award notifications 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 reimbursable, *i.e.*, schools must spend funds according to the approved budget and plan and request reimbursement. Upon approval of the budget, all schools are required to submit receipts monthly for all purchases and services needing reimbursement. Once reimbursements are approved, the subgrantee will receive payment in one of the following ways:

- Directly to the subgrantee via ACH;
- Sent to the CSI or a state-authorized fiscal agent and distributed to the school according to grant requirements; or
- Sent to LEA for distribution to the school according to grant requirements.

Each subgrantee must communicate in its RFA the preferred reimbursement method for receiving funds. If the subgrantee needs to change the preference, it must submit the request in writing to the League at least 30 days before the change. No change will be made until the League staff has approved the request.

REPORTING AND MONITORING ACTIVITIES

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

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 TA activities for the GSC-CSP Subgrant is an inherent expectation and requirement as a condition of funding.

TIMELINE OF MONITORING ACTIVITIES

Activity	Timing
Monitor Training	New monitors are trained contemporaneously with each RFA cycle.
Eligibility Screenings	During each RFA cycle, prospective applicants must demonstrate eligibility before being invited to apply 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 comply with CSP requirements.
Fiscal and Enrollment Desk Reviews	Monthly, 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, 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 posted on the League and subgrantee websites.

DESCRIPTIONS/DEFINITIONS OF MONITORING ACTIVITIES

Eligibility Screenings | Preliminary Risk Assessment. As detailed in Section B, the League will conduct an eligibility screening during each RFA cycle to ensure applicants meet the federal definition of a charter school and satisfy the federal and state definitions of “high-quality.” The League will also verify that expansion and continuation applicants are not seeking funding for activities that have already been supported with prior CSP awards.

The League 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. Based on these assessments, specific monitoring, corrective action, or technical assistance (TA) requirements will be built into subgrantees’ award agreements.

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

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, the League 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 the execution of the grant project and will include observations, interviews, document review, and an inventory check. Interim site visits may be required based on the severity and persistence of monitoring findings.

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

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

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

The Colorado League of Charter Schools follows 2 CFR §200.332(d) to ensure GSC-CSP subgrants are used appropriately, comply with federal regulations, and achieve performance goals. The monitoring process comprises six key objectives: (1) risk mitigation, (2) compliance verification, (3) expenditure oversight, (4) project assessment, (5) trend identification, and (6) transparent communication.

Corrective Action

When there are monitoring findings, 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 regularly to review and update the plan as the subgrantee provides evidence.

Monitoring Phases:

- 1) **Publicity** – 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 granting funding.

Summary of Points Assigned by Reviewer

Section	Application Requirements	Total Points Possible	Points Assigned
PART I	Applicant Information, Assurances, and Certification	Not Scored	
PART II	Application Narrative Sections	Scored	
	A) Executive Summary	5	
	B) Subgrant Project Goals and Objectives	15	
	C) Project Design	30	
	D) Enrollment and Lottery	15	
	E) Student Transportation	5	
	F) Educationally Disadvantaged Students	15	
	G) Professional Development	5	
	H) Governance Plan and Accountability	5	
	I) Parent and Community Involvement	5	
	J) Management Plan and Leadership Team	5	
	K) Partners	5	
	L) Facility	5	
	M) Sustainability	5	
	N) Student Demand and Community Local & Family Support	5	
PART III	Budget Narrative Subgrant Budget (Worksheet)	20	
	Subtotal (Parts II and III)	145	
PART IV	Competitive Priorities Total (Section IV)	Scored	
	High School	5	
	Rural School	5	

GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

	Disadvantaged Learners	5	
	Subtotal (Part IV)	15	
PART V	Appendices (A - O, as applicable)	Not Scored	
Total Points Possible for Application		160	

APPENDICES

APPENDIX A: Executed Charter Agreement

Submit your document as Appendix A.

APPENDIX B:

5-Year Operating Budget & Financial Risk Assessment Form

Great Schools Colorado (CSP) Grant Budget Instructions

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

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

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

The proposed budget and the budget narrative should support the grant project goals identified in Application Part II, Narrative 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 with the approved application on file with the League. Please be advised that this is a reimbursement grant, and schools must have available general funding for initial purchases.

All schools must submit their proposed budget for the anticipated amount of funding for the first year of the award on the CSP grant budget and then update 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 **from final approval through September 30**. The budget period for the CSP Implementation grant is from **final approval through September 30**. Implementation grants awarded during the year of application will not go back to October 1st 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 the funding structure detailed in the Available Funds section. Budget documents submitted to CSP will be returned to the charter school and its authorizer with specific LEAGUE comments requiring additional information from successful applicants. This original budget revision must comply with the application review comments and will serve as a basis for future budget revisions. Any sub-grantee that fails to properly submit an original budget revision within 30 days of the date of the grant notification may lose their grant award. Contact the designated LEAGUE Grants Fiscal Manager at accounting@coloradoleague.org with any issues.

General Guidelines and Restrictions

CSP grant budget form instructions can be found in the document. Each line item in the Excel budget should include the following in the respective columns: project/object category, 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 purchase cost.
- Keep in mind that budget submissions can go through several reviews before approval; therefore, budget *time* should be adequate.
- 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 the 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 the number of participants, days, the cost per person per day, topic, and provider.
- It is in the best interest of the charter school applicant to request only reasonable funding levels in order to maximize the total award. Budget line items that are 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 three years.
- Subcontracting is allowed, but schools must comply with procurement policies outlined in UGG §200.317.
- Please follow your authorizer's internal policies and procedures when budgeting for supplies, non-capital, and capital equipment.
 - o In general, supplies are small purchases consumed, worn out, or deteriorated through use, or items that lose their identity through fabrication or incorporation into different or more complex units or substances.
 - o In general, non-capital purchases that are valuable in nature and classified as equipment but costing less than the authorizer's policy for capital assets inventory. For example, iPads are generally a non-capital purchase and should be tracked and inventoried to mitigate theft.
 - o Capital purchases are generally above \$5,000 per unit, including any taxes, shipping, and installation charges. These items are meant to be used for longer than a year and need to be properly depreciated through the authorizer's accounting system. At the end of the useful life, the LEAGUE must be made aware of any possible sale or disposal of capital equipment, as funds may need to be sent back to the federal government.

Required Policies and Procedures

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

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

Chart of Accounts – Coding of Expenditures

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

Project/Object Categories

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

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

(0500) Other Purchased Services – Includes services performed outside of professional or technical development related to the planning and implementation of the school or expansion project. Examples of such services include telephone service in the planning 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, 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. Identifying specific vendors within the application does not remove the sub-grantee's responsibility to follow its established procurement procedures. The grant requires **ALL** services that require a Contract or Memorandum of Understanding (MOU) to follow the established sub-grantee procurement procedure to ensure no conflict of interest and all vendors have been cleared through the System of Award Management (sam.gov).

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

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

Also include student transportation. Please remember that any out-of-state travel must be approved before expenses may be incurred.

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

Equipment

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

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

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

Transportation

Under §4303(h)(4) of the ESEA, sub-grantees may use federal CSP funds to provide “one-time, startup costs associated with providing transportation of students to and from the charter school.” One-time startup costs may not be sustainable and must be related to the startup or expansion of the charter school. Therefore, provided that the expenses are necessary, reasonable, and allocable to the grant or sub-grant, a newly opened or expanded charter school could use a portion of its CSP funds to purchase a school bus to transport students to and from the charter school during the startup or expansion phase of the school. 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 describe the school's transportation needs and its plan to fulfill them. All applicants will be required to submit a transportation plan as an addendum. Schools choosing to provide transportation, whether using grant funds or not, must also demonstrate that they have a state statute-aligned and CDE-approved transportation policy. This policy will address state statute and rules related to public transportation safety, which are outlined in 1 CCR 301-25 Colorado Minimum Standards Governing School Transportation Vehicles (one of 4 versions by manufacture date: April 30, [2015-Present](#), September 1, [2007-2015](#), February 1, [1999-2007](#) or October 1, [1993-1999](#)), [1 CCR 301-26 Operation Maintenance and Annual Inspection of School Transportation Vehicles](#), and [Rules for the Administration of the Public School Transportation Fund](#) (CCR 301-14) and guidance. Additionally, the League will require sub-grantees requesting these funds to establish contact with the Transportation office at CDE to receive authorization on any purchases before purchases are made or 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 transportation for students to and from school. This aligns with our goal to increase enrollment and attendance in these schools and increase access to equitable educational opportunities in Colorado, particularly among historically underserved and educationally disadvantaged student populations. More

students will have greater options available to enroll in a high-quality charter school, and authorizers will better understand how to find a path for public charter schools to offer transportation services to students.

The League will work with grant applicants and their authorizer to ensure that 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 the transportation needs of its students beyond the startup phase of the charter school, which would become an appendix to the CSP application.

Criteria

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

- Total expenses on transportation are not to exceed 25 percent of the annual grant award for a three-year award, and only for the acquisition of a 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 number, and maintenance.
- The LEAGUE Transportation Unit will evaluate the identified cost of a bus/vehicle to determine whether the price is reasonable **before a purchase is allowed**.
- The primary goals of the grant must be clearly met and not compromised based on transportation-related expenditures.
- The school will provide a transportation goal and write a measure and metric to report on related to that goal.
- The school will provide an update in their APR on their transportation plan and its effectiveness.
- The school will ensure that funds used are clearly associated with a one-time cost to the school.
- Management of recurring transportation costs is a consideration.
- Schools will be asked to complete a budget template to demonstrate an understanding of what reasonable cost assumptions look like over five years for managing transportation expenses and how these costs will be incorporated into a long-term, sustainable operational school budget.
- As with other assurances, the LEAGUE will not fund recurring costs in the 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”. The CSP grant does not cover them without prior approval from the LEAGUE. To charge a capital expenditure to the CSP grant or sub-grant, the grantee or sub-grantee must obtain the prior written approval of the Department or SEA (i.e., “pass-through entity”) (2 CFR 200.439(b)(3)). For information regarding title, use, and disposition of real property improved with

Federal grant funds and reporting requirements for such property, grantees should refer to 2 CFR 200.311 and 200.329, respectively.

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

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

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 (*e.g.*, 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 is usually considered allowable. Why? Because (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 (before 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 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 must also 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.” The charter school would then 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 ESEA §4303(b)(1)). According to the cost principles in UGG, acquisition of the portable classrooms must also be necessary, reasonable, and allocable to the grant (2 CFR 200.403-200.405). Please ask the League staff for approval before making this purchase to ensure it is allowable.

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

Under §4303(h)(3) of the ESEA, CSP funds may be used for minor facilities repairs (excluding construction). Examples of minor facility 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 CSP guidance and the federal January 2014 CSP Nonregulatory Guidance.

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

APPENDIX B: Financial Risk Assessment Form

Purpose

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

Procedure

Completion of this report is required to release funds. Applicants are advised to ensure that the person or persons completing this form are those responsible for and knowledgeable about the financial management functions at the charter school and LEA/Authorizer level. This information will be taken into consideration as part of the 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 deciding 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(s) are required to participate) and improvement based on a thorough evaluation of the grant project. An approved action plan will be required before final approval.
- **Medium Risk** - A score between 8 and 20 for either the LEA or charter school requires evaluating areas that need improvement, and improving those areas based on the approved action plan is required before final approval.
- **Low Risk** - A score below 8 for either the LEA or charter school generally identifies that the project is at lower risk for potential waste, mismanagement, non-compliance, or fraud. No extra actions are required.

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

5 – High Risk | 0 – Low Risk

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Financial Risk Management Survey				
Authorizing Local Education Agency (LEA)				
No.	Question	Highlight Correct Answer		Score:
1	Is the LEA on the Federal or State Debarment List, including the USDA National Disqualified List and State §501 (c) (3) list? (If yes, no need to go further)	Yes (25)	No (0)	
2	Is the LEA in good standing on the State §501 (c) (3) list?	Yes or N/A (0)	No (5)	
3	Does the LEA have an active, no-exclusion, Unique Entity ID (UEI)?	Yes (0)	No (10)	
4	Has the LEA or its principals ever been suspended or debarred from receiving federal or state grants or contracts?	Yes (5)	No (0)	
5	Has the LEA ever had a government contract, project, or agreement terminated?	Yes (5)	No (0)	
6	Does the LEA employ a finance director with at least three years of experience in accounting at this type of entity?	Yes (0)	No (5)	
7	Have there been changes in fiscal/project personnel in the previous year at the LEA?	Yes (5)	No (0)	
8	Does the LEA use a commercial/licensed financial software system?	Yes (0)	No (5)	
8a	<i>If Yes – Identify which system:</i>			
9	Does this system ensure that grant funds are not commingled with general operating funds?	Yes (0)	No (5)	
10	How many years has the LEA been in existence?	0–2 years (4)	2–5 years (3)	
		6–10 yrs (2)	11–14 yrs (1)	
		15 years + (0)		
11	Does the LEA have experience managing other federal, state, local, or private funds?	0–1 year (4)	2–4 years (3)	
		5–7 years (2)	8–10 yrs (1)	
		10 years + (0)		
12	Does the LEA have written procedures for procurement time and effort (federal) and fiscal management (to include internal control procedures) of federal or state grant funding that specifically comply with the Uniform Grants Guidance?	Yes (0)	No (1)	
13	Does the LEA have procedures established to identify unallowable costs under federal or state grant funding before expending funds?	Yes (0)	No (1)	
14	Has the LEA received awards from CDE in the past?	Yes (0)	No (1)	
14a	<i>If Yes – Identify which project and year (list):</i>			
15	Single Audit Status (answer only if LEA receives MORE THAN \$750k in federal funding from other sources:	No single audit performed (5)	Received a Program & Fiscal audit funding (4)	

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

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

Name of Charter School Authorized Representative
(Grant Contact)

Signature

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

Signature

APPENDIX C:

Charter School Autonomy and Waivers Sought

Instructions

List the state statutes and their titles from which the charter school has been waived (this may differ 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 its 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 to support the planning and implementation of the proposed school under the grant. **Two overarching categories grant project goals typically fall under this requirement: Academic Goals and Operational/Management Goals.** Academic Goals are tied directly to student performance (achievement **and** growth) and postsecondary and workforce readiness (dropout rates, matriculation and graduation rates, and anticipated graduation year). Operational/Management Goals are typically tied to financial management, leadership, and governance of the school, facilities, and/or enrollment and retention.

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

- Schools should have 3 - 5 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 statements, while metrics and measures are what you will do and what you will monitor to achieve the stated goal.
- At least one project goal should focus on student achievement, academic growth, and/or postsecondary and workforce readiness.
- A project goal or measure is needed **if** the school seeks grant funds for minor facility repairs, transportation, or library construction.
- Organizational and management goals should be written for the school to address such matters as finances, facilities, leadership, governance, personnel, attendance and retention rates, strength of community, parent satisfaction, and market demand.
- Goals are written in the SMART format described below.

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

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

Example: 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 to build a culture focused on growth and continuous improvement, ultimately ensuring successful implementation of the school's mission and vision. This plan will be constructed and shared before the first school day each year.

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

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

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

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

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

APPENDIX E: Marketing Plan

Instructions:

Describe the unique qualities of your school, i.e., what sets you apart. Prepare a plan to tell your story, make parents and community members aware of your school, and build your reputation for academic excellence.

Sample marketing plans for charter schools can be found online and may give you some ideas. Be mindful, however, that plagiarism is not allowed and will be addressed accordingly by the reviewers. Also, ensure that you have the capacity and capability to perform the tasks outlined within your plan.

APPENDIX F: Enrollment Policy and Lottery Plan

Instructions:

The following elements must be addressed within the school's policy:

- How the community was/will be notified of the charter school's opening;
- The date of the first, and thereafter annual, lottery;
- The charter school's definition of founding members and the percentage of students to be enrolled as children of founding families;
- The charter school's definition of staff and the percentage of students to be enrolled as children of staff members;
- The processes and procedures that will guide how the lottery will be conducted; and
- How "preference" is defined as it relates to which students will be given priority and/or guaranteed enrollment.

Lottery and Enrollment Requirements

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

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

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

ELL, Neglected or delinquent, homeless.	<p>E-4. May a charter school exempt specific categories of applicants from the lottery and admit them automatically? 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>
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A charter school receiving CSP funds must use a lottery if more students apply for admission to the charter school than can be admitted. A charter school with fewer applicants than spaces available does not need to conduct a lottery. A lottery is a random selection process by which applicants are admitted to the charter school, as per ESEA §4303 (c)(3)(A).

Under §ESEA 4310(H)(i), a charter school must admit students based on a lottery, consistent with §4303(c)(3)(A) if more students apply for admission than can be accommodated. A charter school is a school to which parents choose to send their children, and that --

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

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

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

Exemptions from the Lottery

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

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

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

When recruiting students, charter schools should target all segments of the parent community.

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

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

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

Enrollment Policy

The following elements must be addressed in the charter school's enrollment policy/report, which will be submitted as an attachment to the grant application. If awarded, the school's enrollment policy **MUST** be submitted annually for the duration of the grant, regardless of whether there have been changes to the policy.

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

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

To be eligible for a GSC 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 Applicable to a Lottery

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

- **Homeless Students:** A child who is homeless or has attained 14 years of age and is an unaccompanied youth, as defined in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a).
 - **Foster Care Students:** Foster Care means 24-hour substitute care for children placed away from their parents or guardians, for whom the Title IV–E agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes. Code of Federal Regulations [CFR] §1355.20 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 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; instead, they can keep it in efficient operating condition. In addition, under this program,

1. The total one-time expense will not exceed 10 percent of the annual GSC 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 met and are not compromised due to the proposed expenditures related to facility repairs.

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

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

Instructions

Applicants must 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.

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

Rationale for including the 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 facility 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 cite the 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 before funds are released.

- Transportation purchases are only for buses/small vehicles that meet Colorado statutory requirements¹.
- The 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, yearly 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 **Narrative Section B** of their application that provides 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 met** and not compromised based on expenditures related to transportation costs.*

¹ 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.

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 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.

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

Part A (To be 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 with the vision for the school?
- What funding is the school committing to supporting the transportation needs of students?
- How does the school's transportation plan help the school reach its performance goals (those identified in the charter contract and to be placed in the Unified Improvement Plan)?

Part B

(To be 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, 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

- Be aware that before a school can purchase a bus, as defined in 1 CCR 301-25, §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 with whom the school has consulted concerning this proposed project.

Transportation Annual Report for Charters

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 **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, and 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 demonstrating compliance with 1 CCR 301-26, Sections 4204-R-10.00 and 4204-R-11.00.

APPENDIX I: Grant Management Plan

Instructions:

Provide a comprehensive (from pre-award to post-award) guide for how your school will manage any funds it may receive under the CSP grant. Include goals and objectives with measurement tools to track progress, timelines, a budget, a budget tracking mechanism, reporting requirements, risk management plans, and key personnel.

APPENDIX J:

Training and Technical Assistance Plan (2-Year)

Charter School Name: _____

Grant Contact Person, including phone and email: _____

Session Title/Event	Participati on	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	___ School grant contact ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC Grant Post-Award Webinar	2 Required	___ Fall/Winter	___ Sch grant contact (req'd) ___ Founder(s) ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
GSC Implementation Year 1 Site Visit	Required	The League will initiate and schedule with the school	___ Sch grant contact ___ Board member(s) ___ Administrator(s) ___ Business professional(s)
Governing Board Support			
Charter School Board Training Modules (Platform: Freestone ; 11 modules available beginning 2023)	Required	Complete modules 1-8 (Governing Board Basics and Effectiveness) in Freestone ___ Date: _____	___ Founder(s) ___ Board member(s) (req'd)
Board Fundamentals	1 Required	___ Fall ___ Spring	___ Board member(s) (req'd) ___ Administrator(s)

GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

Performance Management Training: Data Dashboard with Academic, Cultural, Financial, and Operational Measures <i>(Training request form required; offered <u>on demand</u> or scheduled individually with an outside entity)</i>	Required	___ Date: _____	___ Board member(s) (req'd) ___ Administrator(s)
Performance Management Training: CDE Unified Improvement Plan <i>(Training request form required; offered <u>on demand</u> or scheduled individually with CDE or an outside entity)</i>	Required	___ Date: _____	___ Board member(s) (req'd) ___ Administrator(s)
Specialized Governing Board Training <i>(Training request form required; schedule individually with an outside entity)</i>	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)
Administrator Support			
Administrator Mentoring <i>(Signed mentor log & reflection required)</i>	20-25 hours required	___ Mentor: _____	___ Administrator(s) (req'd)
GSC School Administrator Mentoring Cohort Meeting <i>(Professional Development)</i>	Review the AMC Program Overview recording, plus 4 required	___ September ___ October ___ November ___ February ___ March ___ May	___ Administrator(s) (req'd)
Specialized Instructional Leadership Training <i>(Training request form required; schedule individually with an outside entity)</i>		___ Date: _____	___ Board member(s) ___ Administrator(s) (req'd) ___ Instructional staff
Performance Management Training: CDE Unified Improvement Plan <i>(Training request form required; offered <u>on demand</u> or scheduled individually with CDE or an outside entity)</i>	Required	___ Date: _____	___ Board member(s) ___ Administrator(s) (req'd)
Topic-based Webinars	Encouraged	___ November ___ December ___ January ___ February ___ May	___ Board member(s) ___ Administrator(s) ___ Business professional(s)
Business Operations Support			
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) (req'd)
Specialized Business Operations Training <i>(Training request form required; schedule individually with an outside entity)</i>		___ 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)

GREAT SCHOOLS COLORADO CHARTER SCHOOL PROGRAM (CSP) GRANT

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) (req'd)
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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) (req'd)
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) (required) <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 the 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: Freestone; 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)
Administrator Support			
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)
Business Office Support			
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	A list of specific topics will be released in 2025; content will be available in 2025-2026	<input type="checkbox"/> Business professional(s)
Other Support Options – All Years			
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) _____ 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 Plan

Instructions

If applicable to your status as a new or expansion/replication applicant, you must complete this plan related to the relevant sections of the Project Narrative of the application. Most recent Colorado School Performance Framework report 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, however, that the longer the plan, the less likely you will use it effectively.

School Name:	
School Contact:	
Effective Dates of Plan:	

The effective use of data on student and school performance is crucial to charter schools given the state accountability framework that focuses on three key indicators of school performance—student achievement growth, student achievement status, 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, academic 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 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 the school hopes to achieve through the performance management program during the grant's lifecycle. Include the system components 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 will be utilized to develop these objectives.]

Current Performance Management System

Describe 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 and describe targets and evaluation benchmarks for each. Measures and targets should be quantifiable, including dates, providers, etc.]

Goal	Activity/Measure	Target/Evaluation

Performance Management Budget

Provide a short statement of the overall budget costs for implementing the performance management system outlined above, and complete the following table to outline 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.]

Category	GSC Grant Amount to be Used	Local Match Amount (Indicate whether cash or in-kind)	Total
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) <i>Note: Cannot be used for ongoing support</i>			
Telecommunications/connectivity			
Hardware purchases/upgrades			
Total Request			

APPENDIX L: School Performance Framework (SPF) Report

Instructions

Applicants with previous performance are to submit a copy of the most recent SPF report. For schools that have not had CMAS-tested students for the full 4-year data period (i.e., Elementary Schools) substitution of normed/standards-based interim assessments (such as READ Act assessments, School Readiness assessments, NWEA MAP, etc.) may be used for years that CMAS-data was not yet available. If substituting, please note the measure/metric being used.

APPENDIX M: Library Development Plan

Instructions

Applicants must 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 the box and each 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 you can use it effectively.

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

School Introduction/Demographics

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

Describe 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. 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 the success of 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 contract 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), including why the applicant is seeking to contract with an ESP. If this is the first time the applicant has contracted with this ESP, explain when and how the applicant learned of the ESP, what other ESPs were considered, and why the ESP was selected over other ESPs. Describe the key elements of the contract, if applicable. Is the service provider a for-profit or nonprofit organization/company? Describe the process used by founders to choose the service provider. Was there a competitive bid process? Did research demonstrate that the company was successful with the proposed student population or educational model?
3. Because certain contractual arrangements have a bearing on what can and cannot be funded with GSC grant funds, **a charter school 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 charter school's assets and which entity will hold any assets obtained through GSC grant funds. Describe the composition of the governing board in relation to a chosen service provider. Provide information on key individuals working with the service provider.
5. Describe the roles and responsibilities of the ESP. If some portions of a function are the responsibility of both the ESP and the school, please explain. The description should align with the management agreement with the ESP and provide a clear picture of the ESP's responsibilities. Identify the ESP's cost of services expressed as a percentage of per-pupil revenue (PPR).
6. Describe any contract/lease/mortgage that is in place regarding the school's educational facility. What percentage of PPR are your facility costs estimated to be? Please include a copy of any facility-related agreements.
7. Per state statute C.R.S. 22-32-109(1)(y), school districts and charter schools (by extension through their charter contract) are required to develop and maintain a conflict-of-interest policy.

Likewise, C.R.S. 24-18-104 also outlines required board member conduct. Please describe the board member conduct and conflict of interest policies that have been put in place, and include or attach with the grant application a copy of these policies as part of your response to

Appendix N: Disclosure Information.

8. Please see the following resource for what these policies should include:

https://www.cde.state.co.us/sites/default/files/documents/cdechart/guidebook/gov/pdf/conflict_of_interest_rules.pdf.

APPENDIX O: 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.

A signature from the applicant charter school's authorizing local educational agency (LEA) is also required, indicating that the LEA agrees to serve as the 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 its authorizer hereby agree that the general assurances for all federal funds and the terms therein are specifically incorporated by reference in this application. The charter school and its authorizer also certify that all program and pertinent administrative requirements, as outlined in the corresponding "Funding Opportunity" request for applications document, will be met. Charter school/authorizer partnerships that accept funding through the GSC grant agree to the following certifications and assurances:

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

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

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

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

____ Recipient school and its authorizer are aware that U.S. Department of Education regulations prohibit a person from participating in an administrative decision regarding this project if (a) the decision is likely to benefit that person or his or her immediate family member; and (b) the person is a public official or has a family or business relationship with the sub-grantee, and that the recipient school and their authorizer have adopted by their governing body policies regarding apparent or actual conflicts of interest consistent with this federal regulation and state statute. Further, the recipients certify they will avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.

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

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

____ Recipient school and its authorizer will be aware of and comply with Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009, by acknowledging that 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.

Program Requirements

____ Applicant school's 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.) with a financial interest in the grant award. Recipient school certifies it understands that an approved charter application and a signed charter contract are required to be eligible for an award.

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

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

____ Recipient school and its authorizer will ensure that at least one person from the charter school will subscribe to and be responsible for receiving communication from the LEAGUE website for the life of the grant.

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

Federal Compliance

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

Finances, Budget, and Audit

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

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

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

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

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

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

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

____ Recipient school will ensure that the awarded 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 the LEAGUE does not approve an extension request because extenuating circumstance have not been established, the recipient school will be held to the September 30 deadline.

____ Recipient school and its authorizer shall provide the LEAGUE with a written account of expenditures no later than November 30 following each grant year, utilizing the AFR.

____ Recipient school and its authorizer shall maintain appropriate accounting records and procedures following state and federal requirements that ensure proper disbursement of, and accounting for, federal funds, including evidence of costs incurred, with the provision that the records shall be kept available by the sub-grantee during the 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.

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

____ Recipient school will use an independent auditor for annual financial audits that is different from their authorizer's auditor.

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

____ 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).

____ Recipient school and its 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.

____ 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

____ Recipient school and its authorizer will participate in at least one site visit and one diagnostic review through the GSC MONITORING visit within the multi-year grant cycle by The LEAGUE and possibly a visit by the U.S. Department of Education.

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

____ Recipient school and its authorizer will, for the life of the 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

____ Recipient school assures that it has provided its 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 before submission.

____ 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.

____ Recipient school and its authorizer, per ESEA §4303 (f)(1)(C)(i)(II), certify that the Charter Contract agreed for the school articulates that student achievement and growth, as measured by the state's School Performance Framework, is one of the most important factors for renewal or revocation of the school's charter contract, and that the authorizer reserves the right to revoke or not renew a school's charter based on financial, structural, or operational factors involving the

management of the school, or if not included agree to amend the charter contract accordingly, to include these before award monies are distributed.

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

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

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

Minor Facilities Repair Expenditures

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

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

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

_____ 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.

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

Transportation Expenditures

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

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

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

_____ 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.

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

IF ANY FINDINGS OF MISUSE OF FUNDS ARE DISCOVERED, PROJECT FUNDS MUST BE RETURNED TO THE LEAGUE. The LEAGUE may terminate a 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 approved in writing by the League before modifications are made to the expenditures. Please contact the designated the LEAGUE's Grants Fiscal Manager (Email: accounting@coloradoleague.org) and the GSC Grant Team (Email: greatschools@coloradoleague.org) for any modifications.

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

APPLICATION CERTIFICATION

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

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

Name of Charter School Board President

Signature

Name of Charter School Authorized Representative
(Grant Contact)

Signature

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

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

English Language Development: 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
